Break

Where there's power there's politic

“We foresee a lively period of activity by all concerned” (Taylor Repor
The following correspondence from the future arrived through our window, attached to a brick.

(1) Branch Secretary of Teacher Union A, to the Chief Education Officer, September 25, 1978.

Dear Mr H.—The election of teacher governors at Watergate Secondary School yesterday was a farce. All five teacher places were taken by the minority associations. They called the meeting when several of my members were at a seminar we are running on disputes.

Incidentally, Mr B. is among those appointed. You will recall the circumstances in which he left his last school and the stand my members were forced to take then. Now you know me well enough to understand that the present upset is a temporary set-back. The wishes of the majority of teachers are not to be flouted in this way.

Accordingly, I have instructed my members that they are not bound by decisions made by unrepresentative cliques, however constituted.

(2) Headmaster of Watergate School to Chief Education Officer, September 25, 1978

“. . . and so I return, refreshed by my vacation course in Greece.

“By the way, the election for teacher governors appears to have gone smoothly. I met Mr B. in the corridor. Usually he puts his head down and scuffles his feet when I pass by, but when I asked him how things had turned out, he looked close to a smile. Encouraging.

(3) Branch Secretary of Teacher Union B to Chief Education Officer, September 25, 1978

Dear Mr H.—You may like to know that the election for teacher governors at Watergate School was managed very satisfactorily. A word of warning though. Some teachers at the school, not members of my association need I say, seem to be preparing to cause trouble. The rules governing these elections are crystal clear, but a number of people do not appear to accept them.

(4) Chief Education Officer's note to Secretary, September 25, 1978

Please, reply to these letters, expressing confidence in the future, based on the belief you are to attribute to me that we are all reasonable people. Add something about it being the children that ultimately matter. The same letter will do for all three.

(5) Chairman of Watergate Governors to Chief Education Officer, October 1, 1978

Dear Mr H.—You will be surprised to hear from me, but I have got another job now, and my boy is at Watergate, in Mr B's class.

I was put up for Chairman and elected, with all the teachers and the other parent governors in support—except the head that is. He abstained.

We have set up three sub-committees. The one on curriculum has four teachers on it (to give professional weight and ensure that the teachers in the school don't get panicky ideas about some sort of take-over) and three other members: one parent, one community nominee, and one political person. There could be a problem if it came to a vote, but I like to think that we are all reasonable people.

At Mr B's suggestion, the head is to act as an observer; so that should strengthen the professional side even more. The group is obviously keen to get on and has already fixed a series of special meetings.

The second sub-committee is for finance. Our chairman, Mr L, is a lecturer somewhere and something of a financial expert apparently. He explained that the continual delay in painting the school probably has something to do with the way your staff are calculating the needs element in the rates support grant. I think I have that right. Anyway, he is preparing a list of questions he wants to put to you.

Then we have our “Aims” sub-committee. I am chairman of that. I am setting aside a full two-hour meeting to deal with the aims of education before getting down to our local ones. Has anything been written on this topic? If so, please sufficient copies to distri- her governors.

(6) Headmaster of Watergate School to Chief Education Officer, October 1, 1978.

Dear Mr H, Fiasco at the first governors' meeting last night. The Chairman is safely in Mr B's pocket but is too naive to have noticed it yet. And I, if you please, am to be an observer at the Curriculum Sub-Committee. This group, chaired by B, is to meet regularly, in school time—if the resolution of the governors passed at B's instance is anything to go by. You will either have to stop this or start your people looking for some more supply teachers. You will have other problems too. We now have a Finance Sub-Committee, and the Chairman is a bossy young man from some college or other, who is writing a book on local government finance. No doubt you will be expected to research for him. As to the Aims Sub-Committee, the Chairman takes a fancy to this. It will be Plato to Peters by way of A. N. Whitehead, all in 60 minutes flat.

To return to myself, it is obvious that there are going to be multitudinous meetings of governors and sub-committees and so on. And a whole row of people telling me how to do what I used to think was my job. Any advice?

“Mr B close to a smile...”

(7) Chief Education Officer to headmaster, Watergate School, October 2, 1978

Dear N, I am bound to say that you appear to be over-reacting somewhat. I see no problem over Finance and Aims Sub-Committees. I have to deal with this sort of thing every day. Leave them to me. On your general point, I have two suggestions to make. First, although you are, ex officio, a governor and entitled to attend all meetings, so far as I know, you cannot be required to turn up. Second, I note your role as embattled observer and have asked, the Supplies Department to provide you with a telescope and a black eye patch for use as the occasion demands. I have thought carefully about the possibility of a cocked hat but have decided against.

(8) Chief Education Officer to Chairman of Watergate Governors, October 2, 1978

Dear Mr Y, How very good to hear from you. I look forward to working with you again after that unfortunate gap. On the particular points you mention, those relating to finance and the aims of the school, may I make a suggestion? You will not want to treat these matters superficially. One cannot separate money from the object on which it is to be spent, ie, finance from aims.

I therefore propose that, before setting in train any individual studies of the kind Mr L seems to be suggesting, it would be worth the governors' while to study the DES publication I am enclosing—“Output Budgeting for Department of Education and Science: Education Planning Paper No 1” of 1970. For some reason, it has not been followed by Planning Paper No 2, but I think you will find the arguments of great interest. If you have any queries, it is always open to you to pursue them with officials at the DES. Elizabeth House is the address. We might cross the wires rather if I were to intervene.

If you would like more copies of the document, I should be very happy to supply them. One further point. These discussions need experienced leadership, and I would think it prudent, if I may say so, for you to take the chair throughout.

(9) October 2, 1978, Chief Education Officer to Senior Inspector

“It is possible that Watergate School may need rather more support than your colleagues have thought it appropriate to give. Please look into this. I would like to think that I am not dealing with the affairs of this school single-handed.”

(10) Local Inspector to Chief Education Officer, October 4, 1978

I have had a sharpish note about Watergate from the Senior Inspector. I have 30 schools to attend to, and each governing body meets twice a term and always wants me there. That's 180 evening meetings, not to mention special ones. I simply can't go on working five evenings a week like this.

(11) Chief Education Officer to Local Inspector, October 6, 1978

I am puzzled by your note. No one expects you to work five evenings a week; four are usually ample if they are carefully planned. Try double-booking. Put in an hour at one and then an hour at another. Do, please, uses a little initiative in these affairs.

(12) Headmaster of Watergate School to Chief Education Officer, October 12, 1978

Dear Mr H, The telescope and black eye patch arrived safely, and I have already used them to good effect. This morning, the curriculum group trooped in on some absurd errand, asking me to integrate PE with home economics or some such rubbish. They also tried to tell me that, as a mere observer, I was not to discuss the curriculum with my senior colleagues, unless they, the group, had vetted the proposals first. I immediately told them that I was perfectly prepared to have a pancake race at Sports Day if that was what integrating home economics and PE was supposed to mean.

While they were still mulling this little jest, I launched into the head-as-observer routine I had been practising. I clapped patch to eye and telescope to patch, levelled it at them briefly, and then heel-and-toed it to the door in a passable hornpipe step, and was away before B could so much as raise a point of order. An uplifting experience. You were right about the cocked hat. I do not think it would have added anything important. There is some footling appointments meeting this evening, to confirm the hours of some excellent part-timers we have. Bearing in mind your remarks, I shall not bother to go. Even our distinguished Chairman can hardly botch this one!

I am away tomorrow, to speak on staff relations at a heads' conference, so a free evening to polish up my remarks will be helpful. I really think that better days are ahead.

P.S. A frightful thought has struck me. I suppose that B and Co. have heard of Nelson? Otherwise, they will have missed the point somewhat.

(13) Friday, October 13, 1978. Chairman of Governors to Chief Education Officer.

Dear Mr H, Thank you for the documents on output budgeting. I have called a special meeting to discuss them, but people's diaries seem to be getting very full.

The governors' meeting last night proved troublesome. I am afraid that I must formally complain about your Inspector. We had only been talking for an hour or so about the appointments when he simply upped and left before we reached a decision. He said he had some other school to go to. He even said you had told him to behave in this way. Obviously a ridiculous cover up, but we really cannot just let it go. And where was the head? His apology for absence was pretty half-hearted, and we passed a resolution deploring his casual approach to the running of the school, and asking you to look into it.

The real trouble started when, instead of confirming a Miss J as a .8 teacher of French, we reduced her to .4. The head had sent me a little note to say that we had no alternative but to confirm the appointment, but it was ruled out of order on Mr B's insistence.

Apparently, they know of a young man with excellent French who, owing to some misunderstanding with his previous school, is now out of a job. So they want him to be .4. That seemed sensible, although it is hard on Miss J. But what can one do? If there is trouble, the fault seems to lie between the head and your Inspector, and the governors may have to ask you to look into that too. I have an uneasy feeling that we are drifting into difficulties. Several problems and people need sorting out soon. I would not like to find myself saying that the authority should have acted more quickly.

(14) Branch Secretary of Teacher Union A to Chief Education Officer, October 13, 1978

Dear Mr H, At an emergency meeting this morning, my executive considered the case of Miss J. As you know, Miss J has been a very active member of my association since her arrival here from overseas in 1970. Yesterday evening, the Watergate governors were flagrantly guilty of discrimination against her. I have authority to proceed against them under the terms of the Employment Protection Act, Sex Discrimination Act, and Race Relations Act.

By the way, I warned you about the potentially disruptive effect of a certain clique in the governing body. This is all their doing, and I can't help thinking that the authority should have acted more quickly.

(1') Letter to Chief Education Officer, signed by 10 heads of department at Watergate School, October 13, 1978

Dear Mr H.—At a meeting of heads of department this morning, we reluctantly concluded that we must formally complain about the head. We have made it absolutely clear on a number of occasions that curriculum matters affecting our departments are to be discussed with us. We will then take matters forward within our own departments. He appeared to agree with us. Yet what do we find? This morning, the head saw members of a soi-disant curriculum group whose only claim to any form of expertise appears to lie in fixing elections. The particularly outrageous thing is that he appears to have accepted a ludicrous suggestion. Physical

education and home economics are to be integrated, just like that; not a word to Miss Z. or to Mr Y. The last straw is that the head is not even in school today to sort out the total confusion he has left behind. You must surely have been aware that all was not well at this school. We cannot help thinking that the authority should have acted more quickly.

(16) Letter signed by five teacher governors at Watergate School to the Chief Education Officer, October 13

Sir,—We, the undersigned, hereby make formal complaint against the headmaster. He has lost control of himself and the school and, in our view, should be removed.

The circumstances are as follows. This morning, we saw him to present our legitimate demands in the matter of curriculum. We
he was having secre
with the heads of depa
way the governing
committee on curriculu
tainly not approve. To
matters went well. The
resist our first demand
made a helpful sugge
ing to pancake racing.

But then came the la
which we are complai
had to put it to him the
ance with the terms of
by the governors, it wa
deal, initially, with com
ters and that his rig
matter were confined to
observer. Instead of a
decision, he lost all con
on a black eye patch
applied a telescope to
eye and aimed it in our
was a completely pointle
ance. There was no infra
ment or anything. The
gered to the door and wa

He was ill or mad or
we are not prepared to p
behaviour of this kind.

Incidentally, the head ha
oddly on other occasions
first governors' meet
abstained when, clearly, h
have voted. This must ha
known to you. Frankly, w
help thinking that authority
have acted more quickly.

**(17) October 13. Member of
tion Committee to Chief Ed
Officer, October 13.**

Dear Mr H, I know ho
you are, but I think you sh
aware that all may n
well at Watergate School
constituency. It would be a
there were to be some fearful
bust-up just at this moment.
I have your assurance that you
look into this today? Particula
now that I have formally note
my concern. We do not
said that the authority should ha
acted more quickly.

**(18) October 13. Editor of
“Weekly Z” to Chief Edu
Officer, October 13.**

Dear H, Just a friendly wor
have a whole mass of stuff c
in on Watergate School.
head, of course. Apparently
promoted an attractive fore
under strange circumstances
the heads of department are
about it. There's a further
to the story though the deta
have to be checked; the
seems to have been caugh
drawn telescope somewhere
the line. The whole affai
have been going on for som
and I am afraid that the con
to be drawn, not by me of
is that your authority shoul
acted more quickly.

PS. A usually reliable la
me that you personally s
the telescope. As you know,
to press on Tuesday but,
are able to refute this, I w
that your part in the busin
hardly mentioned at all.

**(19) Chief Education Offi
deputy (by hand), October**

You will remember the la
left that I would look aft
general problems arising fro
new governing bodies. It
an interesting experience
the whole, it has all settle
well. But I think we should
whether it is now time fo
take this on. Indeed, I
decided, and enclose so
papers. You will see th
one or two loose ends to be
up. The Senior Inspector
know about them, and I s
you two meet, fairly soon,
hour or so, to talk things ove
problems are not complex bu
prompt attention. We do not
said—may I formally remind
that, in matters of this kin
authority should have acted
quickly.

Did I mention that I shall
in for the rest of today
there is something of a
mark over Tuesday? But I
certainly hope to be back
next week.

*The crossword and
column are on page 7
week.*

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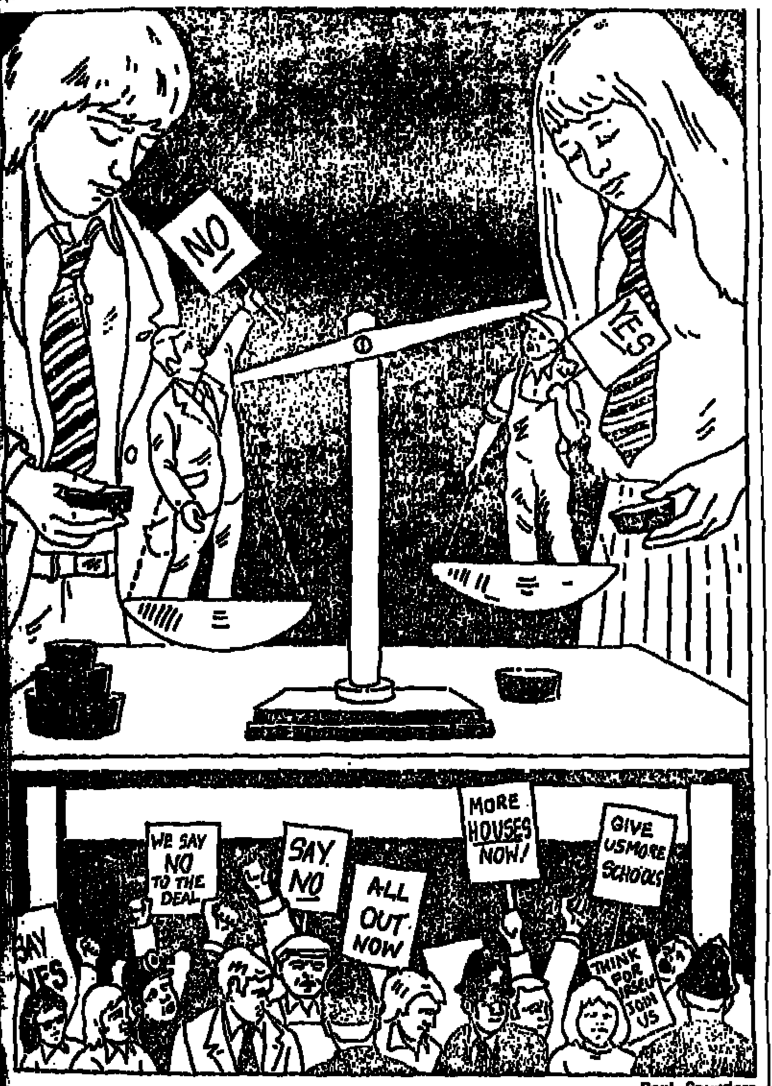

Paul Saunders

Should schools move into the minefield of political education? The difficulties are discussed in an important paper by two of Her Majesty's Inspectors, printed in full on page 6.

Signs of a slight thaw

Qualified optimism pervaded the DES last week when the rate support grant for 1978-79 was announced by Mr Shore. If there is to be no increase in local authority spending, at least there is no further cut.

Furthermore, within the global sum which the government will pay the local authorities (61 per cent of eligible expenditure this year as last), there is a notional improvement in real terms for education. Numbers of children are falling but education spending is not expected to fall in line with this. Indeed a modest improvement is expected through the employment of extra teachers and a real increase of some 2 per cent in spending on all non-teaching resources—people and things. (page 3) “Teachers first, books second, both matter”, was the slogan Mrs Williams obligingly coined last week.

There is some moderation, too, in the financial assault on the counties. It is here that cuts have hurt most and the education service been worst damaged. The damping device and the safety net introduced this year do not reverse the priority given to the inner cities: Greater London gains 20.4 per cent, Bury 25.9 per cent, Oldham 10.9 per cent. But they do go some way towards evening out and limiting (on the needs allocation) the grosser cuts of the past couple of years. For example, Cambridgeshire, which last year lost 11.8 per cent will this year gain 2.5 per cent. Oxfordshire, which last year lost 13.9 per cent, this year gains 6.1 per cent. Some will still lose, but less than last year—2.8 per cent for West Sussex compared with 10.9 last year, 1.3 per cent in Essex compared with 1.7 last year.

How far children and teachers are going to see the fruits of all this hard fighting depends, however, on the local authorities. The specific grants campaign seems to have foundered and Mrs Williams talked last week of talks with CLEA as providing a new way of making sure money gets to its target.

Since local authorities have themselves asked for money to employ extra teachers to cover the dislocations attendant upon contracting numbers, there is reason to think they may spend it. But there are less grounds for optimism over in-service training, induction, the under-fives, ancillary staff, capitation and libraries.

In the next six weeks the rate support grant itself will be discussed in Parliament, the form of the rate support grant circular will be discussed by the Government and, on the education side, negotiations will proceed with CLEA.

The precise form of any guidance on education spending will depend on the outcome. The circular could itself contain specific, detailed guidelines. If it does not, a new form of advice may appear, perhaps from CLEA itself, setting out those things which have been mutually agreed.

By way of illustration of the sort of thing she is hoping for, Mrs Williams described last week the new agreement between the DES and local authorities to monitor the level of discretionary grants—an area which is believed to have been very severely cut.

The importance of securing agreement with CLEA—which will no doubt be difficult since the counties and the boroughs do not always work well in harness and treasurers do not like having their hands tied—lies in CLEA's own composition. It is made up not of education committees but of the education authorities. Corporate management-minded treasurers with, in some cases, little love for education will themselves have been party to any undertakings given.

To assist the negotiations, Mrs Williams seemed last week to be brandishing a carrot in the form of possible extra money later in the year if the Government can be satisfied that the local authorities will spend it on the purpose for which it is given. It is not at all clear what this money might be, since once fixed the rate support grant itself can only be increased by new legislation or to take account of inflation. A bit more of the MSC cake, perhaps?

What cuts have done to school book supplies—and how nobody seems to care

Part two of TES inquiry, page 10

No comment

For those students with children in the 3-5 age range a limited number of places is available in the College Playgroup premises. There are no academic qualifications for entry.—from the prospectus of Basildon College of Further Education.

TUC move to oust Front from schools

y Mark Jackson

he trade unions this week began obilizing for a battle to drive a National Front out of Britain's hools. Their aim is to get local uthorities throughout the country o ban its publicity and its speakers.

The fight is being led by the general council and the education mmittee of the Trades Union ngress. Their strategy is to get e Government and local trade unionists to mount pressure on all ducation authorities to introduce ban on Front activity.

On Wednesday the general council sked Mrs Shirley Williams, the Education Secretary, “strongly to dvise” the authorities to instruct eir schools not to allow Front aterial to be distributed or to rovide any platform for its peakers. At the same time it ected trades councils throughout e country to check that authories enforce whatever recommendations Mrs Williams makes.

The TUC says it is extremely ncerned by reports of the Front's ivity in schools and in particular the circulation of a monthly paper hich contains abusive and insulting remarks directed towards black ople and urging the spread of cialism”. It is even more conned, it says, by reports that some hools are inviting Front speakers address fifth-formers and sixth-ormers.

- Six people were arrested on Tuesday night as scuffles broke out at a National Front meeting in a Bristol school. More than 700 protesters blocked the road around two main gates of Sefton Park Junior School, where about 40 people were attending a council by-election meeting organized by the Front. Some parents kept their children away from school the following day in protest at the meeting being held on school premises.

- The National Front and other extremist groups could gain a voice on school governing bodies if the Taylor Report is put into effect. This possibility is worrying heads and officials in the Inner London Education Authority who see the poor turnout of parents in recent school governor elections as an opportunity for extremist groups to move in. In spite of a big publicity drive to get parents to vote, less than 5 per cent turned out in elections two months ago.

“One can imagine what a determined National Front clique could do in some of our schools in the poorer areas”, an ILEA official said this week. “There is a genuine fear that the National Front or the International Socialists will try to run our schools if Taylor is implemented as it stands”.

At the moment local authority and other representatives greatly outnumbered parent governors on ILEA school boards. But under the Taylor proposals, the parents' share would increase and give pressure groups the chance to pack poorly attended meetings.

Canes on way out?

Complete abolition of corporal punishment in all types of schools and for all pupils is now official Labour Party policy page 3

Quarter masters

Teachers' salaries will be worth less than three-quarters of their 1974 value next year says the Assistant Masters Association. page 5

Guilty by blackmail

Penny Blackie believes the Great Debate has ignored the real stresses and strains that bedevil a teacher's life page 20

On show

How are schools educating parents and employers about their work and methods? In Kingston they have had an exhibition of pupils' CSE art and craft work; in Halifax a special open week pages 19, 32

Extra: Music

pages 33-40

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Blow out: Bert Lodge visits one of the young bands preparing for next week's Schools Proms, page 12.

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A policy for building

The green book published by the DES this week as a consultative document under the title *A Study of School Building* (page 3) attempts to clear the ground for agreement on an agreed strategy on capital spending on primary and secondary schools between now and 1988. This is an ambitious and eminently worthwhile aim. It shows that during the gloomy years since the building programme collapsed, the DES architect and buildings branch and their opposite numbers in the Welsh Office have been far from idle. They have been working on a 10 per cent sample survey of all existing schools and a series of design case studies, from which they have calculated the cost of bringing all schools up to what they define as an acceptable standard. The bill comes to £1,500m—a figure which has to be set alongside the paltry £127m allocated to improvement (and secondary reorganization) between now and 1981. They therefore offer Ministers some priorities to aim at, costed at a still hefty £630m over 10 years.

The suggestions include such sensible proposition as: concentrate resources where the deficiencies are most serious; give disadvantaged areas priority for nursery provision; complete secondary reorganization; use the space released by falling rolls to bring existing schools up to standard through a renovation and re-modelling programme; make better educational use of redundant accommodation or (especially in the case of temporary buildings) take it out of use altogether.

Education has an excellent case to make out for using the decline in pupil numbers as an opportunity to make a real improvement in the quality of school buildings. But other public services will be quick to point out that fewer pupils should in any case mean that the present stock of buildings will become less overcrowded, even without spending large sums of new money. The priorities set down in this consultative paper are fine within the educational community, but the important choices will be those between education and health and housing, and read with that in mind, A Study of School Building may not be wholly convincing.

What it does bring out, however, is a serious doubt about the standard which it proposes to apply as a measure of adequate provision. It points out that between 1953 and 1968 new schools were providing about 40 sq ft of accommodation for each primary child and 70 sq ft for secondary. This has since been eroded. The report suggests that in the past year or two schools have been built which fail to meet the statutory minimum standards. If so, this is a minor scandal which needs immediate investigation. But it is important to question now the assumption that the 40/70 sq ft standard is acceptable for the 1980s, and by inference, for schools which will be working well into the next century. Unless, of course, it is accepted that British physical standards of school building are to be right at the bottom of the European league. A table provided in the consultative document shows Spain and Portugal alone among western European countries in providing such a small area of teaching space a primary pupil. Denmark provides three times as much. Belgium, Finland, Norway and Sweden all provide twice as much.

The time has come to stop being smug about British school building and ask if it is possible to set a high priority on standards and quality inside the building without accepting high standards in school building also.

Sheep and scapegoats

It is ironic that the Banbury mixed ability project (page 5—a pioneering effort at "school based research"—has ended up a psychometrician's delight of computerized scattergrams and covariance scores, with the voices of teachers severely excluded. But the results get as far as anyone is likely to in comparing the outcomes of mixed ability and streamed groups.

The short answer is that mixed ability makes very little difference to the academic performance in the first two years of secondary school. Other factors—primary schools, families, teachers' ability—matter more. It even turns out that the same kinds of pupils—shy, unassertive ones, ones who are growing fast—do badly in both systems.

But mixed ability does seem favourably to affect the range of children's friendships and their attitudes to themselves, each other and the school. Here, the instinct of many teachers that mixed ability suits important social aims of comprehensives seems to be borne out by evidence.

It would be nice to think this result might now be generally accepted, and the mixed ability debate might move on to specific problems and pay offs of different organizational styles—streaming, banding, setting—that now tend to be arbitrarily divided into two clear camps.

There will soon be much more evidence to fuel the discussion. An HMI study of mixed ability should be published early next year. And the big NFER project—which is not attempting to make comparisons—will soon produce interim results, based on the views and experience of a great many teachers.

School and work

A report from the Organization of Economic Cooperation and Development, adopted by representatives of member governments in Paris last week, adds yet another voice to those demanding more action by governments, education authorities and industry on the transition from school to work. Like similar documents from the Common Market ministers and from the EEC Commission it emphasizes the urgent need for coordination of education and employment policies. It goes a long way towards accepting that unemployment, and especially youth unemployment, is rising because of structural changes. Put another way, this amounts to saying that when the recession ends there will still be a higher level of unemployment than the developed countries had become used to in the sixties.

The OECD Working Party had no new suggestions to offer, and because their document is written in that special brand of marshmallow of European English designed to mean as many things to as many people as possible such meaning as there is in it has to be found between the lines. But they also publish a survey of the policies now being pursued by a selection of western countries which helps to place British developments in a wider context. The OECD emphasis links an interest in measures to improve the transition from education to work, with concern for the more effective use in employment of what they describe as "the educative and training levels of the labour force".

It is, of course, an observation not confined to this country, that while more young people are spending longer than ever in school, and obtaining certificates to prove it, it is not obvious that this has any measurable economic return. But OECD was one of the first places where an interest in the economics of education blossomed nearly 20 years ago. It looks as if the latest shake of the kaleidoscope is bringing this back into vogue.

End academic dominance

Len Murray, General Secretary of the TUC issued this statement in response to last weeks leader. "A way through the wood "

Sir,—I am glad that the *Times Educational Supplement* has added its voice to the growing call for the establishment of comprehensive educational provision for the 16-19 age group, and the paper is right to argue that such provision must be a coordinated effort on the part of the education, employment and training services. A coherent strategy for the needs of the whole age group must start with the work of the schools. All our young people need in their education an element which is a conscious preparation for working life, including aspects of work experience and an introduction to the basic political and economic ideas and language of our industrial society. This means reshaping the traditional curriculum and reforming the examination system.

Young people from working-class homes must be given financial assistance to remain in full-time education beyond 16. The so-called "end on school" approach that largely dominates higher education must also be challenged, for it restricts entry to those who succeed in academic trials at school and puts serious obstacles in the way of those whose success is in their work and in serving the community.

This was why the TUC initiated the Schools Council Industry Project as a means of providing a sound basis for understanding working life—although it needs more resources if it is to begin to bring about the necessary curriculum changes. The TUC is still pressing for the early introduction of the Certificate of Extended Education which would provide an opportunity for 16-year-olds who want to remain in full-time education to gain recognition for their work. I am grateful that the *TES* has already given extensive coverage to the TUC's campaign for mandatory educational maintenance allowances.

Unfortunately, the TUC's approach to higher education to make significant provision for unqualified adults has apparently fallen on deaf ears, the universities preferring to wait until their own traditional market declines as the number of 18-year-olds falls in the 1980s.

The needs of young workers, however, are the centre of the TUC's concern. Pressure from the TUC for the universal provision of education and training for young workers was a major factor in the Government decision to initiate its small, but important, pilot scheme of unified vocational preparation—but employers have done their best to run the scheme into the ground.

Similarly, the TUC's hope of establishing a common system of funding of industrial training by employers and Government to facilitate universal provision has been dashed by the opposition of the CBI. The response to the youth unemployment crisis has been more positive and the Manpower Services Commission's imaginative Youth Opportunities Program way towards meeting objective of ensuring youngster must either or be in full-time educa some appropriate train preparation.

The lack of appropria powers of the Educatio inhibits corresponding in the part of the educat There are, as the *TES* powerful vested intere change. There are area doubt, where trade union to review their own appr preoccupation of the edu vice with academic succ dency strongly reinforced reflective attitudes of p employers is a matter of cern.

Beyond school our education reinforces ine it devotes its resources ingly to the successful, ignores those with the need. Young worker educ the education of the maj has been grossly neglecte

There may well be a ca fore, for a major and comp study of the related aspec complex and highly impor ject. However, such a must not distract us fr issues which are current fought over. The Treasury partment of Education and employers, examining bod versities and others must given any encouragement to procrastination. There are things which these bodies c now. Their best contribution current crisis would be doing them.

Letters to the Editor

Narrow job training means redundancy

Sir,—Youthaid wholeheartedly endorses the *TES* call for a major public enquiry into provision for the 16 to 19-year-old age group. Such an inquiry is long overdue. It is now 60 years since the 1917 Committee on Juvenile Education called for an overall plan for all those up to and including 18. It is now 14 years since the Newson Report renewed that commitment.

During those 14 years there has been fragmentation, duplication and confusion. We have maintained an entirely false distinction between "education" and "training", which reflects a division of government rather than a division in the real world. Resources have been concentrated on university students and the most able, and now the Manpower Services Commission's new programme will provide (hopefully) for those at the bottom end of the scale. But for those in between there is precious little.

There are policies for "education", for "training", for "social welfare", for "employment" and now for "unemployment". They are controlled and administered through a wide network of agencies —MSC, leas, DHSS, etc. Nevertheless, nobody is actually responsible for 16 to 18-year-olds. Until 16 years of age, you are the responsibility of statutory education, at 18 you are your own responsibility—in between (even if you drift around the country unemployed and homeless) you are no one's responsibility.

What is required is a new sense of purpose, a new definition of objective and an overall view of the whole range of provision for 16-19 year olds. The reorganisation of secondary education is now virtually completed. The nettle of post-compulsory education must now be grasped. It will be necessary to look again at the Burnham scales, which make cooperation and coordination so difficult. There are those who argue that young people actually benefit from a wide breadth of advice, but more often than not lack of coordination between different departments and agencies results in highly confused young people and ineffectiveness.

Three issues are fundamental:

● Extending the age of compulsory education has failed in the past, and it would be wrong in the future to prolong young people's dependency. Young people reject dependency and the inferior status it involves. Further attempts to impose child status on young adults can only result in alienation and rejection of society. Any provision for this age group must view young people as workers and citizens in training, with rights and responsibilities. They must have the right to be involved, to be asked, and to be given the power to determine and understand their own lives.

● We must avoid over-centralization. Clearly there is a need for a "total approach" but we must avoid the temptation to adopt an Eastern European style of youth policy, involving a clear programme of education and training combined with military service, and based on the individual's obligations to society. The individual must be regarded as of greater importance —the state must in no way try to define clear and extensive social identities for young people as future adults. Young people themselves must be directly involved in planning their own programmes, and there must be a diversity of opportunities for work and education and training, locally controlled but within a national framework.

● New policy should take account of the changing economic and industrial nature of our society, and indeed of other developed societies. In particular, the future of employment, the increasing development of capital-intensive production and the pressures of technology, all combine to make the traditional concept of a "job for life", continuous employment from 16-65, unlikely.

Traditional forms of vocational provision for post-16-year-olds, still dominated by the apprenticeship system, are outdated. It is no longer possible to acquire a trade at age 16 which will carry you through the whole of working life—narrow job training has become training for redundancy. The aim should now be to synthesize vocational and general education to provide a broad basis of transferable skills. The years 16-18 should be regarded as preparing young people for a pattern of recurrent education and training throughout life.

CHRIS BROOKS
Director, Youthaid.

The embittered teenagers

Sir,—There may be ec merit in your proposal for a inquiry into the empl education and training of the 1 19 age group.

My fear is that the settin of the inquiry and its prolo deliberations will give an ex for everyone to sit back and the outcome in 1980 or thereaft

Meanwhile we are faced w thousands of young people employed and ever greater num leaving school each year for rest of the 1970s.

I cannot agree that the " proposals provide a breathing s until the early 1980s". Mos next year's £200m will be s on training and work experie But at the end of those short courses the job situation may just as bad, or even worse shall be faced with many embitt teenagers.

Mr Holland has flatly cont dicted the views of ministers the economic boom will ease unem ployment. Instead, he has rep that the Government may have end the full-time employment of 16 to 19s.

If we have to move towards a drastic solution we must plans now, long before any inq can start its discussions.

The first essential is to accept that unemployment is a deep-seated and long-term problem. The second is to accept that the MSC cannot possibly shoulder the huge burde the 16 to alone. To look after the 16 to year olds must be the joint resp sibility of the DES and the De partment of Employment.

When will the DES wake up the enormous possibilities for development of further educ and training for the 16 to opened up by the ill wind of u ployment?

PETER HORTON,
Chairman,
Education Committee,
Association of Metropolitan Authorities.

More letters, pages 16-17

Labour call for ban on corporal punishment

by Mark Vaughan

The Labour Party wants to abolish corporal punishment in all schools and for all pupils. It wants it banned "immediately" in special schools then in primaries.

On Wednesday the national executive told Mrs Shirley Williams that complete abolition is now official Labour Party policy. It demanded action.

The executive meeting recognized that "Parliamentary difficulties" might delay legislation to abolish it everywhere else, but primary schools should come first on the list.

Mrs Williams should begin discussions with interested organizations about phasing it out of secondary schools.

In the meantime, it wants all local education authorities to be *instructed* to make sure that their schools adhere more rigorously to the rules concerning the administration of corporal punishment.

Mrs Williams started a "minidebate" on the issue in the summer when she asked for views from 40 educational bodies. Evidence from all of these is now being digested by Ministers and officials at the Department of Education and Science.

Fewer apply for training

Applications for teacher training courses in colleges and polytechnics are down by more than one third compared with this time last year.

Although some drop was expected in view of the reduction of places by more than 20 per cent, the figure is causing concern among teacher trainers.

The total number of applications received so far is 7,219, 6,077 men and 1,142 women, compared with a total of 10,843 last year.

Next October there will be 9,450 teacher education places outside the universities, including one-year specialist courses mounted at the Government's request. This year there are 12,000.

The applications for postgraduate teacher education courses are lagging 10.4 per cent behind the equivalent figure for last year, in line with a 10 per cent drop in the number of places available.

Very worrying is the decrease in those wanting to teach mathematics and physics—THES

Minister warns Tory council

Mrs Shirley Williams, the Education Secretary, is threatening to take Buckinghamshire County Council to court over their delay in introducing comprehensive schools.

She has warned Mr J. T. Ireland, chairman of the Conservative-controlled council, that she may invoke the law if there is any further hold up.

Mrs Williams said in her letter that she was concerned that the education committee had failed to recommend any acceptable proposals. She asked the council to remedy this at its next meeting.

Retention of selective schools in Wycombe and the establishment of "academic centres" in other areas, which the education committee considered, would not satisfy the Education Act of 1976.

"It is now a year since the department required the authority under Section 2 of the Act to submit within six months proposals for the reorganization of their secondary schools", she said.

"Despite my successive extensions of that time limit, and a sincere endeavour on my part to meet the county's problems, no proposals of any kind have yet been submitted.

"Your members should be in no doubt that further delay could result in my making an order under Section 99 of the Education Act 1944 declaring the authority in default of their statutory duty.

Rate support grant settlement

Cash deal opens up 7,600 more jobs

by Stephen Cohen

An extra 7,600 teaching jobs will be created and 3,700 jobs saved next year if local authorities spend the money allocated by central Government for education.

Mrs Shirley Williams, Education Secretary, said last week that the provision for education in the rate support grant settlement should make it possible, "if local authorities so choose", for a small increase to be made in spending.

Education would be "put back on course" by the settlement, which contributes £7,644m towards local authority total spending of £12,531m. Education represents more than 55 per cent of local authority current expenditure.

The settlement would allow local authorities to preserve staffing standards in schools, increase in-service training, start the induction programme for new teachers, help the young unemployed and re-expand nursery education.

The specific measures which Mrs Williams wants local authorities to implement for schools are:

- Employ 1,000 more teachers in schools in deprived areas. The Chancellor, Mr Healey, announced £4.5m for this in the budget last month.
- Employ 6,800 extra teachers to prevent a decline in staffing standards as pupil numbers fall.
- Introduce induction schemes by hiring 1,700 more staff to give probationers a reduced work load.
- Expand in-service training by employing an extra 1,800 teachers to allow staff to attend courses.
- Admit children to nursery classes and schools again. The nursery building programme will be worth £4m, she said. There will also be extra money under the Urban Aid scheme for new projects for the under-fives in deprived areas.
- Increase spending on books material and non-teaching staff.

The settlement allows for a two per cent growth in non-teaching costs—worth £20m—on top of the £15m needed to meet increases in unit costs as school numbers fall.

To ensure that they spend the money allowed, Mrs Williams is to hold meetings with the Council of Local Education Authorities to work out guidelines on spending. She wanted to "tease out a new relationship" between central and local government.

At the moment she cannot prevent authorities from spending the money on things like telephones for the elderly, meals on wheels, tree planting or keeping the rates down.

Allowance had now been made, she said, for more teachers to be employed than were strictly needed, **if staffing standards were to keep pace with the fall in pupil numbers. Only 459,500 teachers would be needed on that basis next year. But standards would be maintained and local authorities could employ 470,800 teachers.** The teacher force now stands at 463,200.

The local authorities, said Mrs Williams, had themselves demonstrated to her the need for extra staff to maintain an acceptable curriculum balance.

An extra 2,000 teachers could be hired for further education colleges, to keep in line with increases in student numbers. An allowance has also been made to increase local authority spending by 2.5 per cent or £1.8m on discretionary awards for students on non-advanced courses.

Further education will also get a 1 per cent rise in non-teaching costs. This, coupled with the extra money for school books, etc, should provide a basis on which local authorities could go a long way towards restoring standards of provision.

Tuition fees will not be increased next year in real terms although rises of about 10 or 12 per cent will be likely to cover increases in costs.

Small increases in expenditure on the youth service, local libraries, museums and art galleries, and on inspection and administration have also been allowed for in estimating the grant.

Education's share of the construction package announced by Mr Healey last month is an allowance of expenditure of £26m in 1978-79. This will mean a programme of authorized building starts for school improvement of £21 million. The greater part of this—£17m—will be earmarked to help local authorities switch to comprehensive schools. Special schools will get £2.5m and nursery education the rest.

Further education colleges and polytechnics have been given £5.5m **and universities £4.5m, mainly for modernization and adaptation of existing buildings.**

The cost of implementing the Health and Safety at Work Act next year has been fixed at £6m while £5m has been allowed for the administrative costs of the Employment Protection Act. The money will go towards providing replacement teachers while safety representatives attend meetings and union officials sit on committees.

Mrs Williams insisted that the modest improvements she expected would disappear if teachers obtained pay rises of more than 10 per cent. She also said they depended on the willingness of local authorities to spend the money allowed for education. "If the pay policy goes, standards will go. If teachers want more salaries, there won't be better pupil-teacher ratios."

The extra staff would improve the ratio from 19.4 : 1 this year in primary and secondary schools to 18.9 : 1 next year.

About 36,000 teachers are expected to come on to the market next summer from training courses. Retirements and wastage from the profession, if they continue at the current 5 or 6 per cent, could provide about 25,000 jobs.

Mrs Williams has allowed for an extra 7,600, but it is clear that there is no guarantee of a post for every college leaver. And there is an unknown factor in the number of teachers who want to return to the profession after an absence.

Mrs Williams said she believed the settlement was "reasonable but not optimistic.

"It should allow standards to be maintained and non-teaching costs to be improved. There need be no further reductions in educational standards, and there is some room for improvement in nursery education, induction and in-service training."

The Shire counties which were hit badly in last year's distribution of the grant have been cushioned this year. Because the Government is maintaining its policy of switching aid to the urban areas, the counties have again taken second place to the cities.

But sudden, sharp decreases in grant will be avoided by averaging out the authorities' needs over four years. And no authority will lose more on the needs part of the grant than the product of a 2p rate. This does not, however, imply a 2p limit on rate increases. Some counties have, however, benefited by this year's settlement.

Mr Peter Shore, Secretary of State for the Environment in releasing details of the grant said local authorities over the past three years had been receiving payment twice over for pupils and students educated in their areas but who lived elsewhere. One payment came through an inter-authority scheme and the other through the rate support grant itself. This practice would now end.

The aim of the settlement was to keep rate rises down to single figures. "Overall, authorities should have no cause to cut back on services to ratepayers or to levy large rate increases."

Spending limits still a stranglehold, says unions

Although the prospect of extra teaching posts is welcome, teacher unions and the local authority associations are critical of Mrs Williams and the Government.

A spokesman for the National Union of Teachers said the settlement was still based on a policy of cutting public expenditure. The improvements would not reduce teacher unemployment "now running at over 20,000".

The Association of County Councils condemned it as a "London settlement" and complained of bias towards urban authorities. Mr Gordon Cunningham, education officer, said standards were by no means restored by it. The "shire" counties would benefit from the extra teachers, "if we could afford to hire them".

The Association of Metropolitan Authorities criticized the Government for making changes in the distribution formula which, it said, would divert money away from areas of "proven social need".

Mr Robert Cook, general secretary of the National Association of Head Teachers, said his greatest fear was that the l.e.a.s would not spend the money in the way specified by the Government. Mrs Williams's phrase "If local authorities so choose" was most important and very revealing.

"It is yet another reminder that the Government has given the power to the local authorities to make their own decisions, and we are apprehensive that Mrs Williams's good intentions will not be put into operation by the local authorities."

Mr Fred Jarvis, general secretary of the NUT, said the Government's decision to adhere to cash limits put a "stranglehold on local government services". It had not yet taken steps to ensure that its intentions over education expenditure were carried out by the l.e.a.s.

"It will not be enough for the Secretary of State to talk to CLEA. She has done that before and this has not stopped the local authorities underspending on education this year by £101m. Nor have they implemented the in-service training programme for which the Government provided money."

Even if all the improvements announced in the settlement were carried out by all l.e.a.s. they would not bring about the required improvement in staffing standards.

Mrs Elizabeth Coker, chairman of the Association of County Councils, said that Inner London's share of the needs element would rise by 10 per cent. "This rise is at the expense of the rest of the country, including both greater metropolitan and county areas.

"Greater London's share of the total needs element will rise by 21.6 per cent in 1978; yet their share of the total population is only 14.3 per cent. This difference is far higher than can be justified by needs."

The distribution formula left a number of "shire" county councils facing losses of grant for the third year running. These losses would inevitably lead to a reduction in services or a rise in rates, or both.

Mr Bob Morris, deputy education officer of the Association of Metropolitan Authorities, was critical of the "simple arithmetic" used to calculate the reduction in teachers in areas of falling rolls. "There are many authorities with the problem of areas of differential growth—some schools losing children and others growing in number. "A simple arithmetic arrangement is not satisfactory—you can't move teachers at the drop of a hat."

The National Association of Schoolmasters/Union of Women Teachers was almost ecstatic in praising Mrs Williams for her part in the rate support grant negotiations. Mr Bernard Wakefield, assistant general secretary, said: "HMS Education, under the command of skipper Shirley Williams, has weathered the storms and rough waters of financial stringency. Mrs Williams has now got the ship back on course and on an even keel.

"Unfortunately, the block grant system now allows the l.e.a.s to take over the helm. They must not again rock the boat by directing money properly allocated by the Government for specific educational purposes to other uses."

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Robert Aitken looks beyond last week's crucial rate support grant decision

Crumbs today, jam tomorrow?

There is some comfort for the education service in the rate-support grant for 1978-79.

The settlement reflects work done during the past year to refine expenditure forecasting in the light of falling rolls. Before, spending on schools was treated almost entirely as pupil-related, so that if the number of pupils declined, fewer teachers were needed and expenditure on teaching materials (per capita allowances) could be less without reducing standards.

Experience has shown that this *pro rata* reduction in education expenditure has had undesirable effects. Most primary schools have had to lose teachers and this has led to more mixed age group classes and difficulties in specialist subjects, such as music. Reductions in per capita allocations have limited the head's flexibility to purchase large items of equipment or to revise schemes of work.

There is some recognition of those difficulties in the new rate support grant which allows for the retention of 3,700 teachers in spite of the fall in school rolls and for the employment of an additional 3,100 to enable authorities "to maintain an acceptable curriculum balance". The provision beyond that for an extra 4,500 teachers to enable induction and in-service training programmes to be expanded and to improve staffing in poor areas, will give more flexibility to authorities in handling the staffing situation resulting from falling rolls.

The position on non-teaching costs is less satisfactory. There are many costs which are more premises-related than pupil-related; these include caretaking, cleaning, fuel, rates and debt charges, maintenance of buildings and sites and administration. Such costs have still to be met despite any fall in pupil numbers. Although the settlement recognizes this by a 1.5 per cent increase in non-teaching costs and allows for a further 2 per cent growth in non-teaching costs in schools, this is unlikely to meet all the pressures in this area.

Most authorities have been forced to reduce spending on non-teaching costs in the past three years in order to protect teaching. Standards have been reduced in, for example, maintenance, transport and in ancillary staff.

L.e.a.s face additional expenditure to meet their responsibilities under recent legislation such as the Health and Safety at Work Act, the Handicapped Persons Act, the Employment Protection Act and legislation consolidating the rights of trade unions. Councils have to ensure that all premises and equipment are safe and this will require replacing or improving some equipment. Staff will have to be released to act as safety or trade union representatives.

This points up the delicate balance required of councils on the tightrope of industrial relations. It is significant that the manual workers have rejected a 10.6 per cent wage offer. The publicity given to the cuts affecting teachers has perhaps obscured the position of non-teaching staffs who are now more militant about the cuts affecting their area of the service (a situation also enlivened by Houghton).

Other areas of the service are also under pressure, not least the further education, careers, youth and community services. The size of their client groups is now increasing as the large age groups born in the 1960s leave school. The high incidence of unemployment among school leavers (as high as 23 per cent in some areas) will add to this pressure. The main initiatives taken by the Government, although funded outside the education service through the Manpower Services Commission, will also have their impact, because l.e.a.s will be involved in putting the Holland Report into practice, perhaps to the extent of carrying out half the programme on an agency basis.

This is partially recognized in the rate support grant settlement by the allowances made for 2,000 more lecturers in FE, by a 2½ per cent increase in discretionary awards and by a 1 per cent increase in FE non-teaching costs. This will just about allow FE colleges to recruit lecturers to keep up with a 15 per cent increase in school leavers seeking further education but it is unlikely to enable matching non-teaching support. More discretionary awards will give authorities marginal flexibility to assist some students. Sadly, there is no uplift for youth, community and adult education services.

The overall picture is therefore that, despite easement in the settlement, l.e.a.s still face a desperately tight situation. The grant is maintained at 61 per cent of relevant expenditure but a lot still hangs on the rate of inflation and salary and wage awards yet to be decided.

The Government has asked councils to keep their increases in rates to single figures if at all possible. This will be mightily difficult without continued restriction on expenditure, especially for those councils against whom the grant distribution formula operates. The average rate rise may be nearer 12 per cent.

Beyond this, councils may be unable to set aside their own priorities in favour of those identified in the settlement because of the backlog of issues and competing pressures already mentioned. For example the choice has to be faced between restoring the pupil-teacher ratio and thereby lowering class sizes or improving induction or in-service programmes for teachers (or doing none of these but spending more money on essential repairs to buildings).

This inability of some councils to abide by the spending priorities in the rate support grant settlement will give a keener edge to the arguments about specific or general grants. But it would be a pity if time and energy were dissipated on such politicking when the real debate should be about policy and spending priorities after 1978-79.

Because here lies more hope. The economy appears to be improving; the balance of trade is up; inflation is coming down; oil is beginning to flow from the North Sea and with it revenue benefits. Cautious interpretations suggest that there could be a sustained growth in the British economy in the 1980s which could support a renewed pattern of growth in public expenditure.

This could only benefit the education service if:

(a) Education were accorded sufficient status to be at the head (or thereabouts) of the queue and able to withstand the jostlings of partners in the public services (fire and police, hospitals, roads, housing, social services, manpower services, etc); and

(b) There were a positive programme of action based on widely accepted principles.

But how close is the education service to being in that position? The answer must surely be, not close enough. The Great Debate, despite possible shortcomings in content and form, enhanced the consciousness of the nation to education. Since then the Green Paper has put forward a kaleidoscope of ideas of differing weights and value, with some inherent contradictions, some clearly formed and others only vaguely sketched.

These will in any case need to be considered alongside the Taylor Report, the forthcoming reports of the Warnock and Oakes Committees and, not least, the Holland Report and initiatives emerging from Brussels. There is much blowing of wheat from chaff still to be done in the move from Green to White Paper.

What we still seem to be [illegible]ing for in this debate is a connexion which links the currents of ideas together, a spinal column of principles which articulate and illuminate the whole. Two currents of opinion have emerged: one, that the education service should support the economic objectives of the nation and hence attend to basic standards and skills, and that the world of employment should be more involved in shaping the curriculum, etc; the other, that the service should support social objectives in the development of an integrated and compassionate society, and hence pay attention particularly to the needs of the handicapped, deprived and ethnic minorities, and to parents having a greater say in the education of their children.

There is a third possibility inherent in the present debate but not clearly stated. That education is a human right accorded to every individual in our society. The resources needed to produce a White Paper could be provided if it were based on this principle. It accords with developments both in society and within schools and colleges, in recognizing particular needs of the handicapped, deprived, adult illiterates and so on.

Moreover it subsumes the other objectives. Since individuals have to live and work in society, it follows that, as of right, they should be able to expect of the education service support to achieve skills and qualities that enable them to maintain their place in that society. It would provide a forward movement to the principles embodied in the 1944 Education Act for adults as well as children and recognize the true position that education is a lifelong process.

Whether this is the right way forward or not, the resolution of the present debate in the near future is urgent. We need a springboard for action in the 1980s. Otherwise education will not be in a position to claim the resources it needs when the pattern of growth in public expenditure is resumed.

The author is director of education for Coventry.

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PERSONAL COLUMN

Gerry Fowler

Quiet fume the dons

The interaction of lobbyists with the political system is always fascinating to watch. But the fascination can sometimes wear a little thin when one is constantly on the receiving end of the process.

Of late, since the new session of Parliament began, the Palace of Westminster has witnessed an endless ebb and flow of lobbyists in their thousands—"special cases" under the incomes policy, those who want higher public sector expenditure, devolutionists, and students.

Significantly, it is always Parliament which is the focus of lobbying. Yet on most of the issues which are raised, Parliament is scarcely the true forum of decision-making. Thus, the House of Commons does not in general decide that this or that group shall be an exception to incomes policy. If any-one does, it is the Government. Parliament may in extremis force a change in the overall policy, and it acts as a channel of public opinion—but it is not in the business of deciding which of the many deserving cases are "special".

Not only do lobbyists normally talk to those who are at one remove from the power of decision, but they spend much of their time preaching to the converted. While mass lobbies may draw out of the Chamber a random selection of MPs, the formal meetings associated with every lobby are normally addressed by, and addressed to, those members who are known to be sympathetic to the case, and have some considerable knowledge of it.

Mass lobbies too, are hot and steamy occasions, with voices raised in order to communicate in the overcrowded public areas of the House of Commons a message of which the recipient is aware before it is delivered. MPs become edgy, even irascible, in a way that they rarely would in their constituency "surgeries", as they are battered and bruised, pushed, pilloried and cajoled, all in their own place of work.

Now, educationists are no better at the technique of lobbying than any other group. In one way they may be worse. Dockers or miners are more commonly big men not afraid to shout if need be; if that is the technique of the mass lobby, then they are undoubtedly more skilled in its practice. University teachers, who lobbied the House recently, are not quite in the same league.

The university teachers have a good case for special consideration. Whatever the rights and wrongs of the more general argument that they have slipped behind in the pay race over many years, there is no doubt that an anomaly arose in 1975 when they were caught by the new pay policy and other teachers were not. It is a wrong that must be redressed. Yet it is very doubtful whether any significant redress can be granted this year.

The Government would like no exceptions to the 10 per cent rule. But if there are exceptions, university lecturers would seem unlikely to be among them. They simply do not have the political and industrial muscle. Yet not every lobbyist the other day seemed to realize this simple piece of political reality. One lecturer seemed quite offended when an MP pointed out that the only sanction university staff could take which might be effective would be to refuse to mark examination papers, thus causing grave problems to employers.

Such a suggestion is seen by many as an incitement to unprofessional conduct. That is a reasonable view. But reason alone will not win the day, and it is a weakness of many in education, who spend much of their lives engaged in careful and logical reasoning, to assume that it will. As an educationist myself, I can only say, would that it were so.

When these simple facts were pointed out to them, some of the university lobbyists accused MPs present of being "patronizing". As a group, they were certainly among the most prickly I have met at the House, sometimes too conscious of their own status, of the unshakable logic of their case, and of the odds of what they were doing. (University lecturers do not demonstrate, do they? The situation must therefore be critical—if not, from the Government's point of view, serious.)

By contrast, the National Union of Students organized the following day one of the most impressive lobbies I have ever seen, on discretionary student grants. The lobbyists were young (many in the 16 to 19 age-range), they were aggressive, and they concentrated upon telling true tales of genuine and sometimes grievous hardship. And despite it all they were cheerful. The NUS should publish a revised edition of "How to win friends and influence people".

It was good, too, to see a large number of black students from further education colleges on the lobby. Whatever is said about the danger of ethnic minorities becoming alienated from, and rejecting, the society in which they live, here was clear proof that some of the younger generation know well how to operate politically, and thereby to contribute to the development of that society.

But the NUS started with several advantages. It was not arguing about incomes policy, and it was putting its case at a time when some slight easing of public expenditure constraints may be in prospect. Above all, the Government has already made its case for it.

The variation in discretionary grant policy between l.e.a. and l.e.a. has been a scandal for years. Reductions in expenditure in recent years has meant wider variations and more hard cases. But now the Government has decided that anyone entering an FE College under the auspices of the Youth Opportunities Programme shall receive a standard allowance of £18 per week. What is granted to one student can not in equity long be denied to his neighbour who entered the same course by a different route.

In the end this glaring injustice is likely to prove a much more potent agent of change than any amount of lobbying, however much is done. And in the end the university teachers will get justice too, whether they lobby or not, lobby well or lobby badly. To adapt a wartime phrase, we might all usefully ask ourselves: "Is your lobby really necessary?"

Quarter of all schools still have outside loos

by Lucy Hedges

One in five of all primary children are in schools built before 1903 and are being taught in overcrowded classrooms, according to a report published this week. About a quarter of all schools still have outdoor lavatories, and 25 per cent of primary school buildings are grossly inadequate.

The declining birthrate will ease the situation. But, says the report, to rehabilitate the 28,000 schools in England and Wales will cost at least £1,500m.

These statistics have been collected by the Department of Education and Science and the Welsh Office in a document, *A Study of School Building*. It is the most comprehensive survey carried out on the subject (a smaller study was done in 1962).

Some schools, it says, will have to be closed down to make the necessary improvements elsewhere.

"There is a substantial minority of schools—mainly older ones—with extensive and often severe deficiencies in their fitness for educational purposes, and gross deficiencies in amenity, by today's standards.

There are more than 900,000 temporary places in use, some of them a generation old, and there is not enough space for staff in three-quarters of schools. Nine out of 10 secondary schools lack laboratories, workshops or libraries and one-fifth of primary schools built before 1946 are in poor surroundings. One in five secondary schools are on two or more sites.

The declining birthrate will mean that it may be possible to close down about 1.25 million places in schools by 1986, says the report. This could save £75m a year.

The DES proposes that schools needing repair or improvement should be rehabilitated, not redeveloped. This programme would cost at least £1,500m. A priority scheme is put forward at £630m concentrated on only about 10 per cent of schools and in areas of special need.

The Government has not worked out how many schools may need to be closed. Such decisions are a matter for local authorities. It is now asking l.e.a.s and other interested groups what the priorities are for school improvements.

The report suggests as priorities:

- Reducing overcrowding
- Remodelling or replacing unsatisfactory old primary schools in areas of special need
- Expanding nursery education for all three and four-year-olds in areas of need
- Helping to complete comprehensive reorganization
- Laying on extra rooms for practical work in secondary schools, mainly in needy areas.

A Study of School Building, report by an Interdepartmental Group. H.M.S.O., £5.50.

Banbury report exonerates mixed ability teaching

Mixed ability teaching does not necessarily lead to lower academic standards, according to a Government-sponsored study of a large Oxfordshire comprehensive.

The results of the study were published officially for the first time *this week*, though they were sent to *the* Department of Education and Science more than two years ago.

As reported in the *TES* (January 9, 1976) no evidence was forthcoming of bright children being held back by sharing classes with the less able. In fact the research disclosed slight academic gains for the less bright in such groupings. But the real benefits of not streaming were social.

The study was carried out by Dr David Newbold at the Oxford department of educational studies. It looked only at first and second year pupils, and though it was limited to one school, this was particularly suited to a study of this kind.

Banbury School had a large federal lower school made up of four sub-schools or Halls, each of four-form entry. They shared the same objectives and efforts had been made, though these were not entirely successful, to match them for intake, teachers and resources.

A comparison between mixed ability and streaming was possible because two of the halls were organized on mixed ability lines while the other two were streamed. The study covered several intakes and the sample included 2,000 pupils taught by more than 130 staff.

Dr Newbold's principal finding was that academic achievement in the first years at Banbury depended far less on whether classes were streamed or not than on the skills and experience of individual teachers and on such factors as the primary school which the children had previously attended.

"With common overall objectives, the system of organization is of less importance, if indeed it is important at all, than the other substantial variables which exist at Banbury School", he says.

There need be no worry on academic grounds about how such a school organizes its 12-year-olds. "Other considerations, and this may mean largely social, can be pre-eminent in the planning of the lower secondary school."

Tests of English, maths, science and French were given, some of which were standardized NFER tests and some of which were constructed at the school itself.

Generally there were as many differences in performance on these tests between the halls organized along the same lines as between the streamed and unstreamed halls. Only in two subjects—French and biology—did the pupils in streamed classes score more overall than those in mixed ability classes. There were indications that this was due to a few particularly successful teachers.

In other subjects, too, there was evidence that children did better than expected in the classes of "experienced and highly regarded" teachers and worse than expected where they had inexperienced teachers, irrespective of the form of organization.

The real benefits of mixed ability grouping were in greater social integration, which, the report says, is one of the main aims of comprehensives. Pupils were much more likely to count among their friends children from different social classes or of different abilities. "The 'door of friendship' among the intellectual cross-section of the community seems to be held open and accepted more."

Ability grouping—the Banbury enquiry by David Newbold. NFER Publishing Company. £4.75.

Government has not kept bargain, says NUT

Mr Fred Jarvis, general secretary of the National Union of Teachers, accused the Government this week of failing to keep its part of the bargain with trade unions over the social contract.

He told a London rally of campaigners against cuts in public spending that the Government had failed to maintain the quality and standards of the social services.

Teachers and members of most other unions had exercised restraint over wage demands for two years because they believed the social contract was more than just an incomes policy.

"The Government may be embarrassed to be reminded now of the social contract—I see they do not mention it any more—but a central feature of it was the concept of the social wage, which meant, basically, maintaining the quality and standards of the social services.

"There cannot be a shred of doubt that that part of the bargain was not kept by the Government."

- Mr Jim Murphy, head of a Staffordshire comprehensive school, has been elected president of the National Union of Teachers from Easter 1979. Mr Murphy topped the poll in the recent election, beating Mr Peter Kennedy, head of an Essex primary school, into second place. Mr Kennedy will be president in 1980.

Mr Murphy has been a member of the union's executive since 1968. He was vice-chairman of the law and tenure committee in 1971 and chairman of the union's salaries and superannuation committee since 1972. He has represented the union on the Burnham committee, Schools Council and other bodies.

Union's pay claim 'could reach 30%'

The Assistant Masters' Association is seeking a pay rise which goes beyond the Government's 10 per cent limit. Details of the union's claim were revealed in London this week.

Mr Andrew Hutchings, general secretary of the 37,000-strong union, said the claim was bound to be in excess of 10 per cent. "It could be up to 30 per cent", he added. Although this higher figure is what they say would be needed to restore differentials for many teachers, the union is likely to argue for a 12 per cent rise.

An offer of that order would be acceptable, Mr Hutchings said, if it came with a commitment from the management to put right anomalies in the pay structure and a promise to restore teachers' salaries to 1974 levels over two or three years.

The union will decide its pay claim in the first week in January at its annual general meeting in Cardiff. But figures published this week in its journal, *The AMA*, show that teachers at the bottom of the salary scales have fallen behind average wages by 18.2 per cent. Those on the top of the scales are 49.6 per cent behind compared with the rise in the index of wage rates.

Mr Hutchings said this week that by the time the claim is settled—April, 1978—there would have been further increases in the indices of retail prices and wages.

"It's quite a conservative statement to say that the salaries of many teachers will be worth less than three-quarters of what they earned in 1974.

Mr Hutchings is supporting the National Union of Teachers' policy on a common percentage rise of all teachers. But he wants a pledge from the local authorities' side of the Burnham Committee to restore salaries to the level reached after the Houghton award of 1974. This could take two or three years, he said.

The anomalies which the AMA wants cleared up relate mainly to promotion prospects, which are being curtailed as falling pupil numbers affect schools. There is little chance of promotion, he said, for teachers at the top of their salary scales. Their only hope of pay rises was through the annual negotiations.

The biggest anomaly dates back to the Houghton award when salary scales two and three were merged. Many teachers on scale three who were moved to scale two without losing pay now find it impossible to obtain promotion to scale three again because the points which schools can use to offer higher paid posts have been used up.

It would cost 1 or 2 per cent of the total £2,000m salary bill to put this right, Mr Hutchings said. He added that it would probably need an independent committee to sort out the problems. "It's about time we had another Houghton", he said.

Members of the association are already expressing their dissatisfaction with two years of wage restraint. Motions submitted for the union's annual conference indicate a change of mood from one of acceptance of Government pay policy to one of increasing unrest.

- The 10,000-strong Professional Association of Teachers has denounced the NUT's proposed salary claim. It was "outrageous and impracticable", and would lead to further unemployment and worse pupil-teacher ratios, said Mr John Andrews, chairman of the association's salaries committee. PAT supports the 10 per cent guidelines.

A scholarly wood in the making: 500 pupils from the Royal Alexandra and Albert School, Reigate, Surrey, plant trees in Gatton Park which they hope will grow into a Jubilee wood.

Five-year-olds 'on their own'

During the holidays 675,000 children under 15 were left on their own by parents during the day. Some were five-year-olds; 300,000 were under 11.

The estimate came this week from Mr Robin Simpson, a research officer with the National Consumer Council, who has been looking into day care for children.

He told a conference of the National Council for One-Parent Families at Caxton Hall, London, that Britain not only lagged behind other countries in its provision of day care for under-fives, it largely ignored the problems of the older "Latch Key" children.

Lack of day care hit single parent families particularly hard, he said. They were caught in a painful dilemma between caring for their children and the need to raise living standards.

He called for more centres where school children could play, read, watch TV, do homework, rest or go on small outings after school.

Unless Britain mounted a large-scale, publicly supported programme of day care for children, he said, they would be supervised by "increasingly harassed and isolated individuals" or, worse still, be left unsupervised and in considerable danger.

"We have not adapted to the child care needs produced by the physical break up of the 'extended' family, the increasing number of single parents, the widespread participation of women in the labour force, and the increasingly dangerous urban environment."

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Now is the time for all good men . . .

Next month the curriculum debate will enter another phase with publication by the DES of a selection of papers on the 11 to 16 curriculum.

All the papers, which have been written by HMIs, will be discussion documents rather than prescriptions, but it is likely that none will be the subject of such intense discussion as the one on political education.

The two history inspectors who wrote it have been busy sounding out opinion. To further the debate, we print the full text below.

The first surprise is that political education should appear at all among the first batch of subjects put up for discussion. Not only is it rare for it to appear on the school timetable at all, but there is considerable controversy as to whether room should be found for it. There was no mention of political education in the DES draft questionnaire for LEAs which is another part of the curriculum review, an omission deplored by both the TUC and the Labour Party.

In fact, at first it was expected the paper on political competence would be postponed for later publication. But the climate has been changing. The Prime Minister has regretted the political alienation of youth, Mrs Shirley Williams has explained the importance of getting a basic knowledge of how government works into the curriculum, and Mr Norman St John-Stevas this week echoed her views. Recent activity aimed at the young by extreme right and left-wing groups raises the question of how far schools could or should counter this. A number of voluntary organizations are now pushing to make their own contribution.

It is clearly time for some decisions to be made not just on whether, but how, the subject should be treated in the classroom. There are many danger areas. Where does political education end and indoctrination begin? Should teaching be based on issues and concepts rather than the dry facts of the traditional civics lesson? Do we want politics across the curriculum or a separate subject? Should pupils be taught to question and participate, as well as to understand? And what are the consequences for the school if they are?

All of these nettles are grasped in the inspectors' paper. The debate on political education in the curriculum can now be declared open.

. . . to stop being coy about political education

The HMI's paper says:

Although the idea of political education is suspect to many people, there are nevertheless compelling reasons for asserting its importance in the 11 to 16 curriculum. It is, of course, already present in many subjects of the curriculum, in history, geography, economics, even English and religious education classes; work done under such headings as social and environmental studies is often concerned with issues that are political. So political education does not necessarily mean the addition of a new subject to the curriculum. But its importance to society requires a clearer definition of its objectives, and of the knowledge and skills and attitudes which are necessary to support it.

We are not always confident that classes called "politics" or "government" are sufficient to meet the requirements. Frequently they emphasize political machinery, usually limited to that of central and local government, or political philosophy, at the expense of real issues.

Some schools would argue that class teaching is less important than the development of school councils in helping pupils to develop political competence. We would not deny this, but would be doubtful whether this experience alone transfers directly to make participation in society beyond the school more effective. However, it is true that political understanding for 11 to 16-year-old pupils is affected by more than classroom learning. Everything that is formally intended in the school is part of its curriculum. Schools are themselves political institutions in that they involve power and authority, participation, and the resolution of different opinions. Children's perception of these are arguably a strong influence in the development of their political attitudes.

There has always, of course, been a case, which has been accepted by many teachers that one of the functions of the curriculum is to give young people an appreciation of the nature of government. Pressure to give this more reality in terms of understanding political behaviour has obviously been given great emphasis by the lowering of the voting age to 18. More than that, however, there is an increasingly democratic temper in our society. This recognizes that inevitably in human society there will be diversity of objectives and considerable disagreement as how best to achieve them. One of the tasks of government is how best to resolve these differences.

A democratic society seeks to involve in this process of resolution all points of view in such a way that they will all survive. However, since the enfranchisement of the majority and, in recent years, the rapidly increasing complexity of political decisions, often involving technical, scientific and economic considerations, the ability of individual citizens to understand, much less actively to influence the decisions of central government appears to be diminishing. Thus there has been a rapidly increasing pressure for participation in smaller, often local, units of decision-making—trade unions, factories, schools and pressure groups.

People are seeking, and claiming, their right to discuss and to choose. The school curriculum would be wise to recognize this and to increase the likelihood of responsible participation by supporting it with knowledge and an informed understanding of the potential, and the limitations, of the contribution of individuals to their own government.

Content

Content involves three areas. First there must be an understanding of the machinery, not only of central and local government, but also industrial relations, the education system and the contribution made by pressure groups.

Second it must include an understanding of issues over which the people disagree. Disagreement may be over goals (where are we going? what purposes would a given action serve?); over values (in what way should we act or not act?); over methods (how should we do it?); or over results (was it the right outcome? the fairest? the best?). For young people aged 11 to 16, issues must be related to concrete examples, e g, the welfare state, motorways, comprehensive schools, capital punishment, abortion, strikes.

Third there must be knowledge of the groups who are involved in political decision making, e g, political parties, the trade unions, the CBI, the press and interest groups. It must examine the effect on political aspirations and their effectiveness of, for example, regional, economic, and ethnic differences.

In order to have some insight into these areas it is also necessary to see them in some historical perspective which will demonstrate not only the potential, but the limitations of political action. It will assist us, if not to predict, at least more intelligently to anticipate political developments. But political understanding in the end must evolve from an awareness of the close interaction of political machinery, with issues, and the likely groupings of those who support or oppose them,

> 'The aim is to give pupils knowledge and tools for informed and responsible political participation . . . Political education might also do something to restore a respect for political activity and attitudes and rescue them from the worrying trend of current cynicism about the place of politics in society'

Concepts

Political knowledge is often categorized conceptually. Political concepts, are as much tools of analysis as glossaries of technical terms, and are a necessary bridge between mere political knowledge and political understanding.

They help categorize our knowledge and experience through such general concepts as power, authority, welfare, freedom, liberty, through those associated with democratic machinery, e g elections, bills, pressure groups, to those describing particular beliefs and ideologies, e g, socialism, conservatism, communism, capitalism, anarchism, and to those associated with specific issues, e g, nationalization, comprehensive reorganization, pacifism, devolution, women's rights, racism.

This list is meant neither to be prescriptive nor exclusive. Which concepts are present in a syllabus will depend upon the particular objectives of the teacher and of the issues that are of current importance. Nor will it always be possible, or necessary, for the pupils explicitly to understand them. Political concepts should however assist teachers select their material and define their objectives. If the concepts remain implicit for many pupils, they should at least be introduced to concrete examples of them.

Attitudes

The very richness and complexity of these concepts implies disagreement. The fundamental political question is what happens when people disagree? If this is related exclusively to the machinery of central government, or even local government, such decisions will still seem distant from the lives of citizens. However the resolution of differences is part of the world of work, the school, clubs and societies, and indeed the family.

If we recognize that political competence may affect attitudes at these familiar levels, the encouragement of political education will often produce suspicion, even antipathy. The attitudes which seem to us to be necessary accompaniments to responsible political competence may go some way at least to reassuring those who are worried at the prospects of an increasingly politically literate population.

The attitude of political competence in a democracy is based above all on toleration. By this we mean not only the acceptance, but the welcoming, of diversity in society. This means neither indulgence nor indifference. It can mean neutrality, if we recognize it as inactive commitment, but commitment nonetheless.

Another political attitude is an acceptance of compromise. There are of course other ways of resolving political differences: by war, imprisonment, censorship, and other forms of force. We are not suggesting that there may not be justifications for these other means on occasions, but they are not political in the sense that we have defined it in this paper. Political education must include an awareness of these alternatives, but political decisions within our own society inevitably involve compromise, and even acceptance of the second best.

This does not mean that convictions should be constantly changed to meet circumstances, but it does mean that they should be held with open-mindedness — another essential political attitude in a democracy. As Bertrand Russell put it: "When you come to a point of view, maintain it with doubt. This doubt is precious because it suggests an open mind. I do not mean to argue that we should confuse an open mind, with an empty mind".

It is not only those who are politically dogmatic who may assist those forces which threaten democracy, it is also those who are politically indifferent. "The only thing necessary for the triumph of evil is for good men to do nothing" (Edmund Burke). Young people and parents too quickly spot the weaknesses in the theme of "universal toleration". "Are all views to be tolerated?" is a challenge that open political education must face.

Here again the institutions in a free society which determine the curriculum have to decide for themselves where the line must be drawn. Some views and attitudes are arguably unacceptable in our democracy: racism, suppression of opinion, exploitation of the defenceless. These are anathema to most people in our society. Education which identifies the evils we must resist, and suggests how we may resist them, is quite proper and likely to command wide support.

What we have been saying in this section on attitudes is that it is not enough for political education to talk in terms of the virtues of democratic society; in addition, we must provide intellectual weapons to resist those who oppose it.

Skills

In order to develop these attitudes, certain skills and abilities are necessary. They have much in common with those described in the paper on history: the ability to find evidence and to evaluate it; to identify slanted interpretation and bias; the ability to understand and appreciate the predicaments and points of view of other people. These skills must be applied not only to texts, documents and political literature, but more particularly to the media—press, radio, television and the cinema.

Another important skill for people who will be drawn into decision-making is the ability to make a sound argument based on evidence and to express a given case clearly. Reason and logical thinking must be at the heart of much political behaviour. These skills must not only be practised and refined in writing, but verbally—in argument and dispute, in presenting a case, in defending a point of view.

Curriculum

Although some schools offer politics or civics as a subject for a timetable, this is not a common arrangement. As with technology, politics can, in fact, be offered as a curricular item without requiring its own subject area or departmental organization. Therefore the curriculum needs to b as to the kind of knowledge and sk attitudes that it thinks 16-year-olds s enjoy, and through what subjects, a and organizations these ends m achieved.

We have already alluded to the n clear language in order to understa express political matters. In particul formed reading of the newspapers, w the television, listening to the radio a ing about current events and problem diverse and accessible contexts for the lopment of language skills. But it must be forgotten that political competen pends more on oral than on written com cation.

The understanding of number is par political competence more and more. St tics offer a main source of data in poli discussions because economic matters a chief concern of political debate. Ther also the more refined study of psepho —the quantification of political behavio notably of elections, but this is a m specialized interest.

While the emphasis and careful observ and interpretation of given data is as impor tant a political skill as it is a scientific one, there are ways in which politics and science connect. The paper on technology deals wi these at some length when it relates to th technological basis of our lives, the opt this has presented, the conflict it has ge ated—all of these are potentially politi or have already become so.

Politics is also deeply concerned w ethical questions and moral proble Although some people would argue that morality grows out of material considera others would dispute this. However, be schools of thought tend to express much their politics in moral and ethical terms.

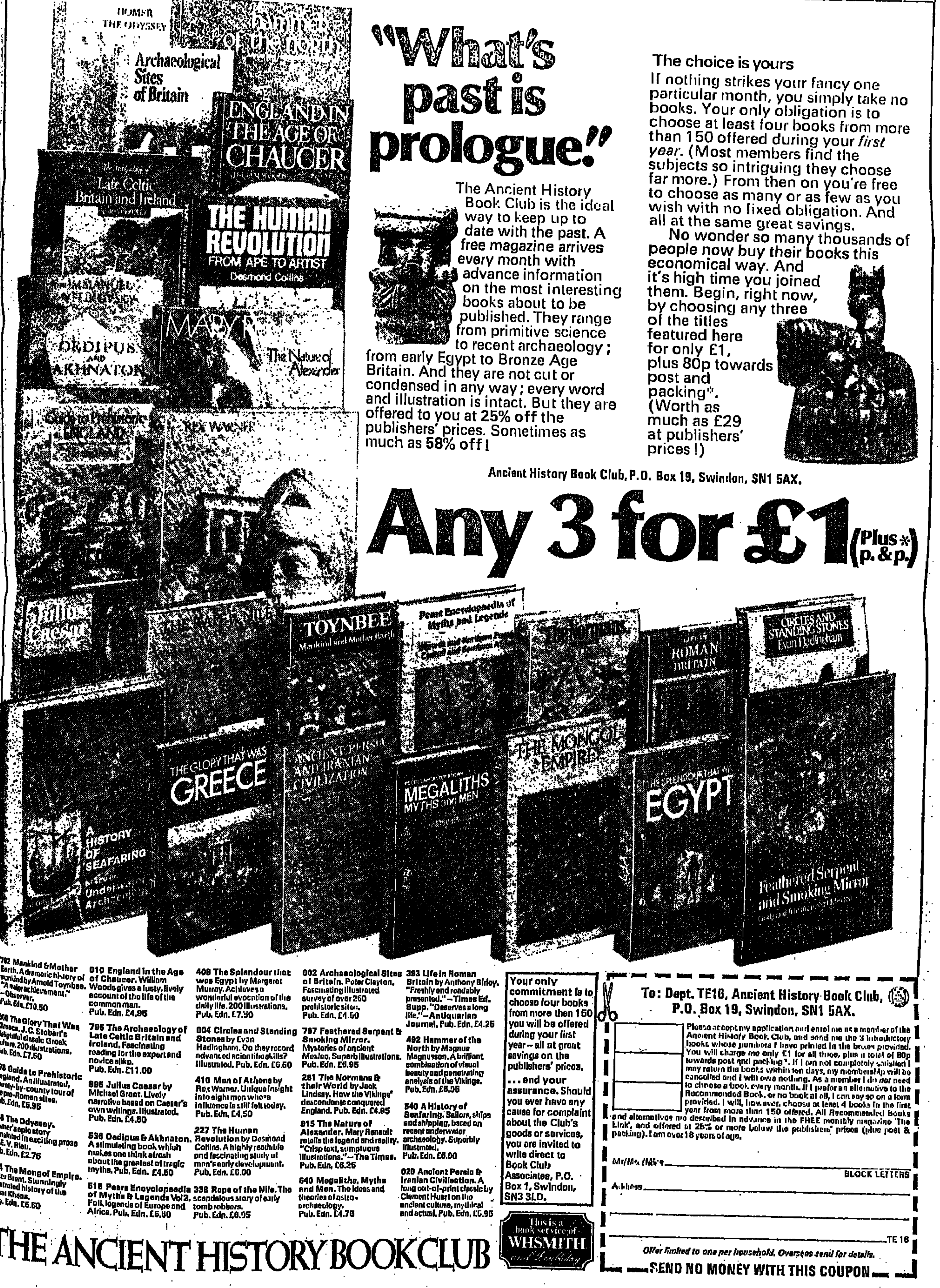
Final considerations

Those who claim that politics ought to kept out of (whatever it may be) are be ingenuous (or, on occasions disingenuous politically skilful). Wherever there is d agreement, there lies a potential for politi for aggregating issues, organizing supp arguing, propagating, settling difficult There is politics in this wide sense in ev club, society or classroom if we did but it. Possibly those who are coy about poli mean party politics, but British democr is parliamentary and rests on national par which are inevitably enmeshed with ma issues, a fact more readily understood by t politically literate.

Political education does not come mere through certain lessons in history, geogr phy, English, economics or politics as su That part of school organisation which w call, broadly, pastoral is also involved in th its organization is a statement of the degr of seriousness and care with which person and group problems are taken. Similarly, the pedagogy employed throughout the schoo has political implication. For example, do w train young people to live in a democr by talking to them excessively rather th inviting their views? Does repeated copy from textbooks on worksheets produce, a nomous citizens? Do such arrangements a a few prefects but many non-prefects or the employment of corporal punishment, prepare for life in a democracy? Is the curriculum in general, and each syllabus in particular, sen ally explained or justified to pupils at ea stage? Are options really informed choice

It is not the task of political education to recommend particular political opinions, b on the other hand this paper does not cl to be value free. Its values are those of t open society, which accepts diversity belief, participation, and the rights of ind viduals to assess evidence and to come to their own conclusions. The aim is to g pupils knowledge and tools for informed responsible political participation.

The late John Whiting in his play *Ma ing Song* has one of his characters say: " will forgive my contempt for men who th they fulfil their obligations by expressin opinion." Political education might also something to restore a respect for polit activity and attitudes, and rescue them f the worrying trend of current cynicism a the place of politics in society.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Out-of-work teacher fails to nail DES for errors in forecasting

The Ombudsman has cleared the Department of Education and Science of maladministration following an investigation into the case of a qualified teacher who complained he was unable to get a job. The teacher complained that the DES failed to take action to reduce the number of students recruited to colleges of education.

Having obtained a degree in 1975, the man enrolled at a college of education for a one-year post-graduate teacher training course. Since qualifying he had been unable to find employment as a teacher a fact which he blamed on excessive supply.

In order to attend the college the man resigned from his previous employment in which he had worked for 29 years. He told the Ombudsman he was encouraged to do so by advertisements in local and national newspapers. He had since seen articles in newspapers and magazines which showed that the DES had statistics in 1971 from which they should have foreseen the reduction in demand for teachers. He said he was misled into a course of action which had caused him hardship and financial loss.

The Ombudsman, Sir Idwal Pugh, explained in his report published last week that he recognized that the ways in which the DES tried to achieve a reasonable balance between supply and demand were affected by political decisions taken by the government of the day, like those on public expenditure. It was not his function to question decisions of that kind.

The report details what happened when the DES was reviewing teacher training policy in 1972 and when the matter came before the Advisory Committee on the Supply and Training of Teachers (ACSTT). The Ombudsman also examined the department's advertising policy.

In his conclusions, Sir Idwal said he had found nothing to criticise in the way the DES had made use of statistical information available to them.

The DES *told* him that the articles which the complainant saw and from which he deduced that they had had statistics in 1971 which should have forewarned them of a shortage of posts for trained teachers in 1976 used the same basic statistical information which the DES themselves had used in their 1972 review exercise.

But the writers of those articles had clearly used different assumptions about staffing standards and education facilities from those used by the DES, and had therefore drawn different conclusions from the same statistics.

The Ombudsman said he had found no grounds for criticizing any of the publicity given by the DES to information for prospective entrants to the teaching profession and he had found nothing in that material which could have misled the complainant about his employment possibilities as a teacher. Nor did he consider there was any further specific information which the DES should have made available, either directly or indirectly, to the complainant at the time he applied for admission to his college of education.

This case, however, said the Ombudsman, raised an important general point. The size of the teaching profession was such that variations in the estimated requirements which seemed small in percentage terms in fact could affect quite a large number of individuals.

Visitors to "Careers for 78" exhibition at Belle Vue, Manchester, which ends today, study the controls of a Sea Harrier.

ILEA leader resists split

The Inner London Education Authority was defended this week by its leader, Sir Ashley Bramall, against Conservative critics who want it to be broken up.

It would not, he told a press conference, give evidence to the committee, set up by the Tories under Sir Frank Marshall, which is looking into the Greater London Council. It did not want to give credence to a "one party, one man commission", whose "efficiency must be prejudiced by its very narrow base."

But it did want to make public its stand before the Marshall Committee came up with proposals.

Inner London was one city, not an amalgamation of boroughs, he told the Press, and schools, colleges, adult education institutes and teachers' centres were built without regard to boundaries. The ILEA was often criticized for its size, but it now dealt with fewer children than ever before.

Splitting up the ILEA would mean creating new bureaucracies (12, in fact) and new bureaucrats. There would have to be a central organization handling higher, further, adult and special education and to run support services. A break-up would not be cheaper to ratepayers in most boroughs.

The reasons given for doing away with the ILEA were administrative, financial and educational, said Sir Ashley. The administrative case—that the authority is too large and impersonal—came from the Auld report on William Tyndale School. But there was no evidence to show that those at the grass roots did not make their views heard over Tyndale or that they were not listened to.

The difficulty there was in distinguishing between the different views. Administrative mistakes were made in doing so.

There were various reasons why the ILEA was more expensive to run than other authorities. London weighting cost the authority £1.3m a year.

Politics . . . but God save the Queen

We need a democratic consensus on political education in our schools, Mr Norman St John-Stevas, Opposition spokesman for education, told the Birmingham Bow Group last week. Without it, we will either be faced with a generation of political illiterates, or political education will be exploited for totalitarian ends.

Agreed fundamental values should be taught. He would oppose any kind of political test for those doing the teaching, but the course of instruction should be factual and objective and dispassionately presented. Neutrality was not enough.

"We may legitimately expect from those teaching in our schools commitment to the Crown and Constitution", he said. "Loyalty to the monarch and our traditional liberties are not optional extras but an intrinsic part of the value system which we may legitimately expect to be transmitted through our maintained schools system."

Jobs policy is all wrong, Government told

by Mark Jackson

A worldwide argument about the nature of youth unemployment threatens to become a serious challenge to the Government's whole, economic philosophy. The issue is whether its policies will, in the end, cure youth unemployment, or make it steadily worse.

The youth employment lobby this week began a campaign the first objective of which is to force the Government to acknowledge that the decline in jobs for young people is partly structural—that it is to a large extent the result of permanent changes in the economy, and not just a temporary effect of recession.

If the Government can be made to admit this, pressure will mount for it to modify policies which reduce jobs for the young and to take steps to create more work.

Youthaid, the alliance of youth organizations which is mounting the campaign, is using figures and forecasts provided by the manpower experts of the European Economic Community and the Organisation for Economic Cooperation and Development.

Some of the EEC statements go far beyond the very recent suggestions by Britain's Manpower Services Commission that measures may be necessary to supplement the effect of industrial recovery if unemployment is to be brought substantially down.

The community's standing committee on employment, quoted by Youthaid, says that youth unemployment cannot be solved without making "substantial changes in the factor determining labour market trends" and that some of the youth unemployment that has already developed is structural.

The implication of these statements—which apply to the EEC as a whole and to most OECD countries—is that the United Kingdom Government's argument that industrial expansion will cure unemployment, provided that trade unions cooperate in productivity and in keeping wage costs down, is unsound.

But Youthaid also attacks another main plank of Government policy—the cuts in public service spending. It alleges that until the Government cut back the public services their growth was helping to compensate for the decline in jobs for young people in manufacturing.

Keeping young people instead is, it says, poss expensive than employing providing them with either education or a combination education, and training.

It demands a three-prong on the problem by:

- A drive to create manent jobs for young p stimulating the develop labour intensive indus "socially useful activities" necessary public money th otherwise be spent on ment benefits.
- Increasing the number people in full-time educat centrating on the 300,000 present leave school each qualified but possibly some appropriate form of education or training for up to 19.
- A unified system of train cation, and vocational guid everyone from the age of 14.

It is unlikely that the Union Congress will, this general election, back the by the youth organizations the Government to admit th ence of major inadequacies basic thinking about the ec particularly since this might the argument for pay restra greater productivity.

Fast work

School leavers seem to be f jobs faster than expected. The November count announced by Department of Employment week showed that the total registered as unemployed is 68,5

This, a drop of 24,023 from the previous month, is a level which the Manpower Services Commi sion's forecasts did not expect reached until well into the year.

The trend for school le unemployment to drop faster th the forecast first became appa last month: the question now whether the fall will flatten after Christmas, leaving the pre ted hard core of 50,000; or whe the total continues to drop be that figure until the Easter leav push it up again.

Projects are faulty

Community service projects funded by the job creation programme are sharply criticized in a study issued by the Manpower Services Commission this week. Almost half the projects visited are said to have had major faults or problems which badly limited their value.

The study was commissioned as part of the research for the Holland programme for jobless school leavers. Its publication now is clearly intended to influence the attitude of local authorities and voluntary organizations towards the structure and control of community service projects under the new scheme.

The author, Mr Colin Ball, comes down strongly in favour of controlling all projects through "intermediary agencies" rather than leave control to the individual sponsoring organization.

He does not make it clear, however, if this means that each agency should be part of the MSC-appointed area board or an independent local body.

Some of the 24 projects inspected were poorly conceived, he says, and functioned badly through lack of advice and information. Most of the serious problems might have been overcome, however, if arrangements to provide more information and to share experience had been built into the whole programme.

Unlike the rest of the job creation programme, the community service projects visited tended—sometimes by accident, at other times by design—to exclude the least qualified school leavers.

The report says that although the projects run through voluntary agencies were by no means perfect the "intermediary model" is most likely arrangement to succ

The report is likely to be rece by some of its more mistru critics as a further indication the commission is determined run the new programme thro bigger rather than smaller wherever it can.

On the other hand, it may qu the misgivings of voluntary agen who can now expect to be giv substantial part in running scheme.

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'Humiliation' of free meals

by Caroline Haydon

ool meals are not so enjoyable e filling—for children who get em free as they are for their etter-off friends, says a report by e Child Poverty Action Group s week.

In one Cambridgeshire school, it ys, free meal children sit at parate tables. They have to wait r second helpings until the payg children have had theirs. If ere is any left, the poor children n have it.

The report, *Free School Meals; e humiliation continues*, follows ard on the heels of last week's nouncement that the income qualification for free school meals has en raised so that nearly one in ur children can get their meals e.

Parents, it says, will be reluctant take advantage of this improved r unless they can be sure their ldren will not be humiliated in nt of their classmates. The group und:

- Tyneside schools where poor chilen were given meal tickets each y in front of the class.
- A Kent school which issues orange tickets to those who pay and blue to those who do not.
- A South East London school where poor children are brought into the dining hall through a separate door and have to call out their free school dinner numbers as they enter.

Mr Frank Field, director of the Child Poverty Action Group, says in his report that these and other practices have been outlawed by successive education secretaries. Local authorities have been asked to make sure that free school dinner children can not be identified. The drive had obviously not been successful enough.

"We must move to a position where no child is made to feel poor or inferior just because his or her parents already endure all the other disadvantages of living on a low income. Whether this can be achieved under the present arrangements for school dinners is questionable. CPAG believes that either all dinners should be free or we should ensure that every mother has enough money to pay for her children's meals".

The group does not claim that the survey is representative. The information was called in one hour a few days after the DES announcement of the new eligibility limits, which put the income qualification up by £5.15. "If so many vicious practices can be uncovered in almost no time at all, it would suggest that the humiliation of poor children is occurring every day on an epidemic scale", the report concludes.

The DES and local education authorities are already under fire from the National Union of Public Employees—which organizes about 100,000 school meals staff—for what the union call, "niggardly and pathetic sums" spent on advertising the new limits.

There will be a drastic fall in the numbers of children taking school meals because of the recent price rise from 15p to 25p, says the union, which is collecting its own statistics from local authorities. The fall will not be compensated for by the increase in the numbers of children taking free meals because of higher eligibility limits. Lack of advertising has made things worse.

In Rochdale, Lancs, it says, the number of children eating school meals in one week in September dropped by 12,630 from 1976 to 1977—a fall of nearly eight per cent.

The union wants the DES to fund the distribution of leaflets to all parents and not leave responsibility for spreading the news to local authorities. Up to now the department estimates, only about a quarter of local authorities have circularized parents.

Free School Meals: the humiliation continues; CPAG, 1 Macklin Street, London WC2B 5NH, 25.

Call up volunteers—Wolfenden

More government funding of voluntary organizations is called for this week by the Wolfenden Committee in its report on the role of voluntary bodies. Called *The Future of Voluntary Organizations*, the report says it may be better to expand the voluntary sector to help pre-school children, single-parent families, the old and handicapped than to rely on statutory bodies.

"As we look forward over the next 25 years we cannot see any likelihood that public expenditure on the social and environmental services will continue to grow as fast as it has *done* during the last quarter of a century," says the committee. It found the voluntary sector flourising in size, strength and diversity but criticized it for being uneven in its distribution and performance.

One of the committee's recommendations is that the government should fund intermediary bodies which coordinate the work of voluntary organizations in urban areas.

The Future of Voluntary Organizations, Report of the Wolfenden Committee, Croom Helm, 2-10 St John's Road, London SW1, £6.50, paperback £2.95.

Maths pioneers to get cash aid

The Nuffield Foundation has given £2,500 to provide small grants to teachers and others who are working on new ways of teaching maths. It hopes to provide small sums so that promising developments which cannot be funded out of normal school funds do not founder for want of trivial amounts.

The committee will be looking for original and thoughtful attempts to improve maths teaching. Applications should be made to the Director, The Nuffield Foundation, Nuffield Lodge, Regents Park, London NW1 4RS.

OU head calls for positive action on 'top-up' training

Why should so much be spent on initial education when it was no longer an adequate preparation for a whole career because of the rapid growth of new knowledge?

This was one of the questions asked by Sir Walter Perry, vice-chancellor of the Open University, at a four-day seminar on recurrent education this week. Set up by the Scottish Education Department and the Department of Education and Science, the seminar was held at Jordanhill College of Education, Glasgow.

Sir Walter Perry said there was agreement among almost everyone internationally that there was a need for recurrent education. Everyone paid lip service to it. Almost everything that could be said about it had been said. The trouble was that almost nothing had been done.

Recurrent education had been bedevilled by the problem of semantics. So much was included in our definition of recurrent education that it looked as if we were doing a great deal. He did not believe we were doing that at all.

We had not yet begun to study the real problems in the education and training fields, although we were devoting very large resources to expanding initial education after the end of compulsory schooling.

Sir Walter Perry admitted that it was terribly difficult to imagine how one could cut back or change the initial education programme in order to make room for a more effective recurrent education programme. But if we turned away from the difficulties, we were not going to get anywhere.

Would it be possible, for example, to devise a curriculum for the last two years of compulsory schooling which would allow pupils to begin to study for City and Guilds or other technical qualifications? Would they have to be taken on by industrial companies two years before they left school? If that was feasible, would it help to motivate some of the 14 and 15-year-olds who were not, he was told, as motivated as they ought to be?

If we were to make real progress in the provision of recurrent education, every conceivable agency concerned with education would have to contribute.

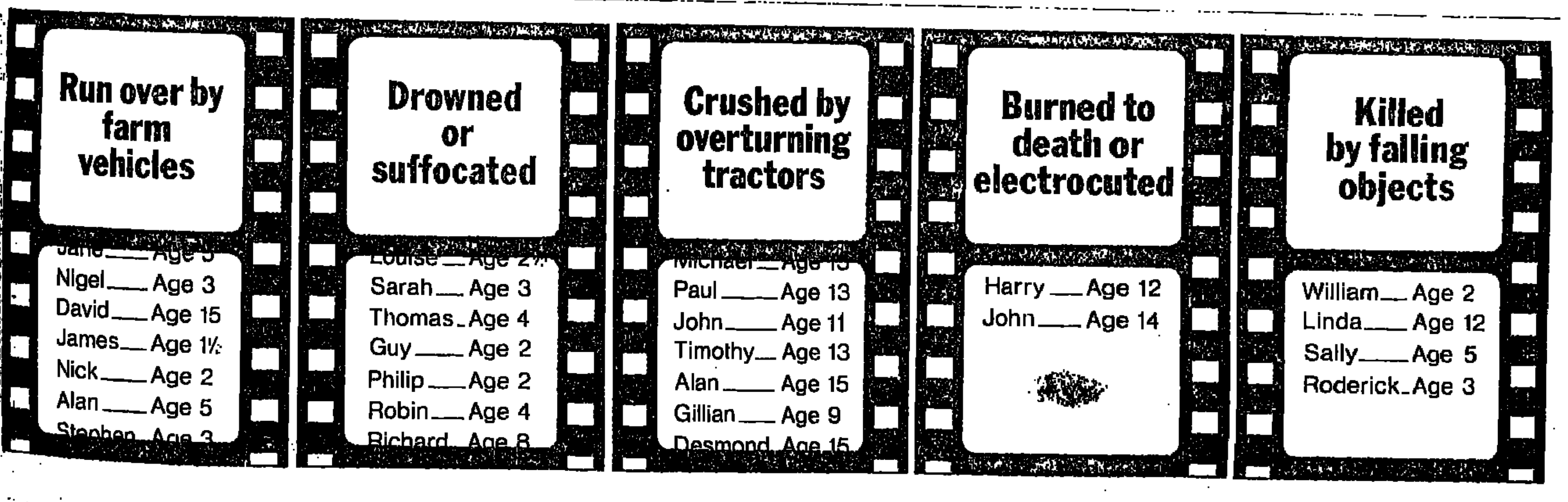
While convinced that the long-term answer must be to reduce expenditure on initial education, Sir Walter suggested that "distance learning courses", such as those provided by the Open University, offered a short-term answer.

"We have learned that it is relatively cheap to teach by this method, provided there are large numbers taking the courses", he said.

He admitted, however, that the Open University had learned also that its method did not work well with students under the age of 21, and not very well with those between 21 and 25. Its success was with students of 25 and above.

Paralysis seemed to have overtaken the Scottish Education Department in respect of the setting up of a community education council in Scotland, Councillor George Foulkes, chairman of the Education Committee of the Scottish Convention of Local Authorities, told the conference. The Council had been recommended by the Alexander Committee on Adult Education more than two years ago and the department had already accepted it in principle. A parallel council had been set up in England.

The greatest priority within the field of recurrent education must be given to structuring courses for disadvantaged groups in places and at times and on subjects which were attractive and relevant to them, Mr Foulkes said. Recurrent education still concentrated on those who benefited from education the first time round, and while it was no doubt satisfying for academics to provide high level courses in pleasant surroundings within universities and FE colleges, this process must be reversed.



Run over by farm vehicles
Nigel — Age 3
David — Age 15
James — Age 1½
Nick — Age 2
Alan — Age 5

Drowned or suffocated
Sarah — Age 3
Thomas — Age 4
Guy — Age 2
Philip — Age 2
Robin — Age 4
Richard — Age 8

Crushed by overturning tractors
Paul — Age 13
John — Age 11
Timothy — Age 13
Alan — Age 15
Gillian — Age 9
Desmond — Age 15

Burned to death or electrocuted
Harry — Age 12
John — Age 14

Killed by falling objects
William — Age 2
Linda — Age 12
Sally — Age 5
Roderick — Age 3

The credits to this film need never have been written

"Apaches" is a twenty seven minute film, made because twenty one children died in farm accidents last year. Fifty three children died in the previous two years. Their names are listed at the end of the film.

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"Apaches" has been made for the Agricultural Inspectorate of the Health and Safety Executive.

The emptying shelves

Part 2: Last week we described how inflation, cuts and changing methods are threatening the use of books in schools. This week, evidence from the classroom

Why crisis is just around the corner

"Please do not ask me to defend, on educational grounds, the small number of books I intend to order for the first three years"—head of English, Wiltshire comprehensive in his bid for capitation this year.

TES reporters visited secondary schools in 13 authorities. Their strongest impression was that many teachers have developed an austerity mentality about buying books. Any idea of using books on a large scale for teaching most children is regarded as an unattainable luxury. It seems that, in poorly endowed schools, teachers have got so used to low standards that they no longer notice them.

This was not just true in curriculum areas where home-made resources can be as efficient and attractive (or otherwise) as textbooks. The shortag of books is affecting literature teaching, humanities and social studies.

The miserable capitation bid quoted above was in fact doubled by the head. But in many cases, low bids are gratefully received. The austerity mentality showed up again and again.

Books are not the only resources hit by inflation. Prices of science and craft materials have risen much more steeply. We visited schools where craft departments were trying to run on £1 a head—the price of a small piece of metal or hardwood.

This is a serius constraint on the work of schools, and one that needs public discussion at a time of glib exhortations for a more practical and technological curriculum. In many areas, heads are being forced to make impossible choices between academic and practical resources.

The inquiry concentrated on secondary schools. Primary schools have suffered just as badly from low capitation in many areas, and have been hit harder than secondaries by the cutbacks in libraries, described last week. But most of the administrators and advisers we talked to agreed that the books famine was much more serious in secondary schools, and that the practices of some secondaries were compounding the effects of cuts.

Chapter I

Books v paper

"We saw the way textbooks were going two or three years ago, and invested heavily in repro equipment. Now, so long as we can afford paper, we're okay."—head, Essex comprehensive.

Rising prices and declining quality have made teachers wary of ordering books. New books, they say, fall apart twice as quickly as they used to. Prices often rise substantially even between ordering the books and paying for them.

One Sunderland head did not allow staff to unpack new books before the invoice was in, however badly they were needed. The price rise in the months between order and delivery, and delivery and invoice, could mean the department could no longer afford the books.

Fewer books mean more paper for home-made materials to fill the vacuum. Some schools hoard paper: one Buckinghamshire comprehensive held 2,000 reams for staff-produced materials, enough for 1,000 worksheets for every pupil.

A head of geography in Worcestershire recently inherited a stockroom with 3,000 exercise books—the department use 250 a year.

Quite apart from these excesses, there are many indications that in the past few years, schools have been increasingly spending on paper, rather than books.

It is very difficult to discover what secondary schools spend on books. Most authorities leave heads free to carve up capitation as they like. Many heads give the same freedom to their heads of department.

There are enormous differences even between schools in the same authority. In Brent, for example (where they keep detailed records of spending), the proportion of capitation spent on books in different secondaries varied from 42.4 per cent to 28.3 per cent last year. One school with 32.5 per cent of pupils over 15 spent £4.99 a head; another, with only 28 per cent over 15, spent £7.12.

A Leeds headmaster, Mr R. T. Spooner, did a survey of books spending in 18 Leeds comprehensives. In 1975-76 the proportion of capitation that went on books ranged from 33 per cent to a miserable 13.4 per cent.

In many places, the proportion of capitation spent on books has been going down over the years. Seventeen of the 18 Leeds comprehensives spent proportionately less on books in 1975-76 than in 1974-75. In Strathclyde, secondary schools spent three times as much on books as on stationery in 1976-77; this year they are spending twice as much. Their books bill is down by £480,000, and their stationery bill up by £100,000.

Several of the schools we visited confirmed this trend. In one Buckinghamshire comprehensive, books took 30 per cent of capitation, and stationery 25 per cent five years ago. This year, stationery is up to 32 per cent, and books down to 24 per cent.

Of course, there are schools where book spending has held up. In Newcastle secondary schools, for example, average spending on books has risen in proportion to increases in capitation. But in general, the trend seems to be for paper to increase its share at the expense of books.

It is an insidious process. Gradually teachers and pupils get used to doing without books. Then the diminished book supply becomes the norm.

Chapter II

Flies in amber

"If we wanted to change the maths scheme through the school, it would take all our capitation for a year."—deputy head, Warwickshire middle school.

Some department heads cherish a long-term pipedream. They hope that one day they will be able to cash in their experience and improve their courses.

Some scientists wanted to start Nuffield; others, dissatisfied with its constraints and high running costs, wanted to stop. Mathematicians had similar (and equally contradictory) feelings about SMP or, in primaries, Fletcher maths. But materials for a new syllabus in a basic subject come very expensive.

There is no doubt that, in fatter years, curriculum changes were sometimes made too quickly, without enough preparation. But prudence is one thing, stagnation another. The newer curriculum projects were designed to avoid flaws of the earlier prototypes, or fill in important gaps. But many teachers who are attracted by Schools Council Integrated Science, or sixth form geography or even the newspapers produced by the Careers Project at 16p a copy, feel they cannot afford them.

It seems that in some schools the curriculum is being stunted just when staffs have become stable and experienced enough to know what they want and to implement changes successfully.

Chapter III

Exams take all

"Changes in GCE syllabuses impose a forced cut in capitation every year."—Sunderland head.

There is no doubt who gets the lion's share of the books going: the GCE pupils. In most subjects, they obviously need textbooks on long loan, that can be taken home and used for private study, and general books to back up. For younger pupils, and even sometimes CSE pupils, teachers must make and mend.

Frequent GCE syllabus changes increase the toll taken by exams. The head of physics in a Birmingham grammar school said their O level syllabus was substantially revised last year, at very short notice. Next year a new A-level course, with brand new options, will cost £1,000 in equipment for next year's sixth form. The department now uses virtually no books with pupils in the first four years.

A scientist in an Oldham comprehensive reckoned that a first year sixth-form scientist needed £17 worth of books. Sixth-form capitation in Oldham (where capitation must cover all a school's administrative expenses including post and telephones) is now £22.34 a head.

Science is the subject that dates fastest—and recent changes, first to metric then to SI units, put two sets of books out of date in rapid succession. But teachers in every subject complained how syllabus changes eat up capitation. In some schools, they were forced to choose the options that involved fewer books: one English department insisted their pupils took the course that needed one or two set books rather than three.

Comprehensives that are successfully building up O-level groups and sixth forms are particularly hit by exam pressures. A head of geography in Barnsley said it cost £10 to fit up a pupil with books for O level (not including the high cost of other materials, such as Ordnance Survey maps). Last year they had 30 pupils doing O level; this year, there are 130. Barnsley capitation is £14.71 for 11-13s and £16.44 for 14-15s—and capitation in Barnsley has to cover all kinds of extraneous housekeeping and office costs.

The repercussions down the school can be serious. In one 11-16 comprehensive in Essex, the science department had no books for the first three years. "The lack is a major hindrance." This school recently had a fire in the science block: the insurance money had to be spent on books and materials for fourth and fifth years.

In a Gwent comprehensive, pupils in the first four years were sharing history books between two or even three—"obviously a very unhappy situation". They cannot take books home.

The head of department considers that a textbook for every child, providing basic course information, is "in educational terms, probably essential, but from the practical and economic point of view (losses and cost) other than the fourth year up, it's probably a luxury".

A Barnsley head said: "We used to buy three sets of books if three classes needed them. Now we buy one—and the pupils are no longer issued with books for their own use."

Where capitation is low, the most modest requirements become unthinkable for younger children. "Since no one book is suitable for the whole second year course, it seems extravagant to buy books that won't be used for a whole year", said a head of classics. He wanted £100, so every child doing classics could be given two Ladybirds.

Many teachers were happy to teach with half sets of books, or quarter sets, or a varied class collection, plus worksheets—they felt it gave courses variety. But all teachers disliked stretching one lot of books to cover several sets of pupils in several years, particularly because it means pupils can never take books home.

So homework becomes "finish off the work in class", or notes dictated at the expense of teaching time, or a worksheet. Even English teachers complained that all homework had to be "creative": they could not lend younger pupils books for reading. And many teachers agreed that, as supplying materials for homework takes up more and more time, both the quality and the quantity of homework declines. "It is almost impossible to set junior classes homework, so they can learn on their own", said a head of geography in Hereford and Worcestershire.

The lack of books undoubtedly affects the ablest pupils most. "You can't say to the fast children: 'Read this'", said a scientist. But that is not its only consequence. Without books, a basic educational aim—that all children should be encouraged to use and value books—is destroyed.

However many library periods are laid on and however much jolly paperback fiction provided, the unmistakable message to children at the exciting and impressionable stage when they start secondary school is that books are not an important part of learning.

Chapter IV

Share and destroy

"The most economic method of book control is to issue books on long term loan to pupils."—R. T. Spooner.

Sharing books started as an economy measure. It is frustrating, time-consuming, and inefficient. It also seems to be the quickest way to destroy books.

R. T. Spooner, in his Le inquiry, looked at the effects of different departmental policy about books in one comprehens Books lasted twice as lo departments which gave th pupils on long-term loan. In partments where books were s between teachers and pupils, e book was likely to pass through hands of the weakest teacher, the most destructive pupil, teachers spent a great deal of policing their book stocks.

And as fewer departments out books to younger pupils, that did were penalised. It w worthwhile for pupils to p good bags to carry books, a the school to organize secure p to store them. The pupils g encouragement (and traini look after books. So the ide children simply can not be t with books becomes a self-fulf prophecy.

Chapter V

Rich pickings

"How much do we get fr parents? Oh, about £12,00 £14,000 a year."—head, sub Roman Catholic comprehens

Very few schools are appeal ectly to individual parents and pupils to buy books. Sixth-formers may be recommended to buy "useful but non-essential" pa back. But, as one teacher put "Given the 1944 Act it's making approaches lower the school."

But parents, collectively, fair game. There is no doubt that PTA funds that used on "non-essentials" such as a bus or a stage lighting system now going on books.

The suburban Roman Ca school quoted above was tional. But another suburban prehensive raised £9,000 from ents last year: its capitation £10,000. A Gloucestershire we visited raised the equival a third of their capitation al last year—and spent the mo books. In a Richmond school, raised £1,500 last year for the library. In Surrey schools, parents have raised money for books needed for new CSE courses.

But heads in inner cities said it was a major effort for their parents to raise £200. "A quarter of my pupils have fathers who are unemployed", said a Sunderland head. Teachers expend enormous amounts of energy in fund-raising activities. In a Gwent school, teachers' all-out efforts with discos and jumble sales raised £2,700 over two years: "A drop in the bucket, compared with cuts in capitation."

Priority allowances were invented to help redress the balance. But schools in the poorest areas buy fewest books. R. T. Spooner's survey in Leeds showed that in 1975-76, with only one exception, schools in the most deprived areas (as rated by the city's social priority index) spent the smallest proportion of capitation on books.

The difference between books stocks in schools in poor and affluent areas is even greater than the figures suggest. Mr Spooner reckons a book's life is doubled in areas where pupils come from relatively affluent homes. Priority schools need to spend more on books than affluent schools if pupils are to be taught to use them. In fact they spend far less.

At the other end of the social scale, the gap between state and independent schools is probably widening. It is impossible to make direct comparisons: in independent schools, pupils buy most of their own textbooks.

Even so, preliminary data from 370 state and independent schools for an EEC study of educational publishing by Mr Frank Fishwick at the Cranfield School of Management suggest that in 1976-77 the independent schools bought more new books.

Table 1 (based on our own analysis of the data) shows the new books bought as a proportion of total books stocks in various subjects. Overall we found that the independent schools in the survey renewed 26.8 per cent of their stocks, compared with the state schools' 19.1 per cent. The independent schools bought more new books for every subject except history and maths: they bought many more in physics and economics, the subjects where textbooks come most expensive.

So the social gaps are widening. Parents in affluent areas make large contributions to keep up book stocks. They demand that children are set homework and have books to work from. Their children have been taught at home to look after books, which prolongs the life of school stocks.

It takes determined leadership even to begin to counteract these trends. Many heads in mean authorities are having a bad enough time trying to juggle conflicting demands of different departments and age-groups, without trying to impose a policy about books. And many teachers, given severely limited resources, feel that books are simply too expensive to entrust to children who are not used to caring for them.

Chapter VI

Battered libraries

"The library is open at 3.05 pm. Use it."—poster on library door, Brent comprehensive.

In 1974 the Bullock committee survey found that only 30 per cent of secondary schools could muster the minimum book stock recommended by the Library Association—11 books per pupil. Things are now almost certainly worse. Many schools have severely cut back library allocations. And some authorities have cut essential ancillary staff.

Tables 2 and 3 show the recent levels of library staffing and stocks. The recommendations are based on what authorities with a determined library policy, such as Nottinghamshire and the ILEA already do.

TES reporters saw very few libraries that came anywhere near to meeting these levels. The best was a Newham comprehensive with 1,900 pupils and a book stock of 27,000 titles. The full time librarian will spend £4,500 this year, and the two school libraries were open all day for borrowing and study.

At the other extreme, a purpose-built comprehensive in Gloucestershire with 1,100 pupils has only 3,600 books in the library. This year, that library was allocated £500 from capitation.

An expanding comprehensive in Gwent, with 1,460 pupils and a growing sixth form, had a book stock of 3,000 in the library. The librarian said she could often do nothing for younger pupils who came in asking for books to help with homework.

As often happens, the stock had largely been inherited from an old selective school. In this case it was a secondary modern, full of "old career books of the *Nicola Goes Nursing* variety". In other schools, delightful grammar school collections with Nettleship on Plato and volumes of nineteenth-century French literary criticisms (in French) were having to be stretched for a comprehensive intake.

The libraries were often small, scruffy rooms with little or no space for private study. Some were used for teaching most of the day. Even when they were not, teacher-librarians were running them on very few free periods a week: in one Richmond school the teacher-librarian had two free periods for the job. Many had only very part-time or no ancillary help.

The teacher-librarians seemed amazingly dedicated, giving up evenings, weekends and holidays to select books and hunt for bargains. They were clear about their aims—to get children reading. Librarians in inner cities had a buccaneering approach to books: "How many times can we lend a paperback? Once, if we've chosen well. We've lost four copies of *Jaws* this term".

But there was no way that they could do the other vital job of a school librarian—co-ordinate the resources of a school, and make them easily accessible to teachers and pupils.

Most librarians were keeping up the numbers of new titles they bought each year by changing to paperbacks. They were happy about this—children like paperbacks better. But they were extremely worried that they had not, in recent years, been replacing worn-out stock, and their paperback stock will wear out faster than the old hardbacks. For a few years, stocks can be kept up by patching and mending. But soon, and suddenly, we were told, the shelves will start emptying.

If library stocks are not continuously replaced, they are lost for good—unless a huge capital injection can be found to rebuild them almost from scratch.

Chapter VII

Worksheet syndromes

"Worksheets can be an excuse for bad and lazy teaching. Much more often they involve a massive expenditure of energy which results in pupils getting very poor quality information and materials."—teacher-librarian, London comprehensive.

"Textbooks are inefficient. You rarely use all that is in them. Our own materials are used 100 per cent."—head, Essex comprehensive.

Worksheets were, in some cases, a revolt against bad textbooks. But in general, teachers' pleas about their dislike of textbooks, and their unsuitability to new teaching methods, are not born out by the evidence of educational publishers, who all seem to agree about recent trends. Total sales have held up quite well through inflation.

But there has been a marked shift back to traditional textbooks and away from newer books designed to be more attractive, up-to-date in content and suited to new teaching approaches such as mixed ability and "resource based learning".

In schools with efficient services—both machines and ancillaries—materials of reasonable quality can be produced without wasting too much time, and for some parts of the curriculum, these can make good, cheap and flexible substitutes for textbooks.

But many teachers in schools we visited had virtually no ancillary services—not always even typists—and poor machines. They were working flat out in free periods, evenings and weekends to produce materials. Two schools in Buckinghamshire with about 1,000 pupils each showed the contrast. One had a resource bank with two full-time production staff and two senior teachers devoting much of their time to resources. The other had no full time ancillaries.

Some teachers—mainly mathematicians and scientists—were happy to go over almost entirely to their own materials. Many others (including other maths and science teachers) were distressed at the way worksheets had spread through the curriculum.

"They cut down lesson preparation time", said a head of maths. "I still think books are what it's all about", said a head of English. "Worksheets develop because they are cheaper—not because teachers want to teach with them", said a head in Dorset.

We saw any number of hastily designed, blurry, almost unreadable worksheets (some given to us as proud examples of what can be done on the cheap). Unfortunately the quality of this newsprint makes it impossible to reproduce them.

In humanities subjects, some worksheets were often crammed single spaced with no margins on both sides of A-4 paper. Without books, it is hard for history and social science teachers to give pupils enough information to set a serious task for homework. But no civil servant would dare present such papers to a committee.

Writing and producing worksheets drains time and energy that teachers might otherwise spend preparing lessons in other ways, searching out good published materials, marking and discussing children's work. A great deal is being sacrificed to economies that may well be false, and to the idea—reiterated to TES reporters in several schools—that since the perfect textbook cannot be found, it is better to do without.

Chapter VIII

Conclusions

"The process has probably gone as far as it can without serious damage."—Richard Clark, Chief Education Officer, Gloucestershire.

The official story is that schools have been "living off their fat". TES reporters heard this phrase, from teachers and officials, in almost every place they visited. A few went so far as to castigate the old spendthrift days: "There was a profligate attitude to spending. Some textbooks lay unopened for a year", said Mr Donald Naismith, chief education officer for Richmond.

It may be that in generous authorities, where capitation increases have allowed for inflation, the financial anxieties of the past few years have had a beneficially slimming effect, causing careful housekeeping and a cautious approach to expensive curriculum changes.

But in many schools even in those authorities, some of the pressures described in this article can be seen eating away at book provision. In authorities where capitation has not kept pace with inflation the drain on books may soon be irreversible.

Mr R. T. Spooner has best summed up the "conjunction of effects" that have threatened books stocks, and the use of books in secondary schools.

"To begin with the process is slow and insidious, usually starting with an apparently sensible response to a particular financial or teaching problem. It starts with one or two departments ceasing to issue books. They may be unduly alarmed at the annual wastage.

"They will then keep sets of books in stock cupboards to be shared between a number of forms. Possibly they will compensate by buying topic books, and handle them in a similar way. This need to handle physically sets of books each lesson increases the stress on the teacher and the wear and tear on books used in this way is commonly excessive.

"Demand may outstrip supply, but this tends to be masked. Once supply becomes inadequate, teachers base their lessons less and less on books they know may not be available when they want them. To compensate, they use more reproduced work. This proves costly. Paper is expensive, stress involves wastage, the bill for stationery and materials soars.

"A smaller global sum is available for books in all departments. As fewer books are issued, the habit for caring for them is lost. More and more departments cease to issue them and arrangements to store them deteriorate, for lockers and desks are expensive items.

"So the initial remedy exacerbates the disease, the process gathers momentum, assumes a dynamic of its own and is difficult to stop. To revert to a system of individual loan then involves a capital outlay too great to contemplate."

The Bullock report on literacy called for an urgent investigation of levels of capitation. Four years of inflation and cuts later, nothing has happened. Some schools have never been fat. So, to survive, they are beginning to consume their bone and muscle.

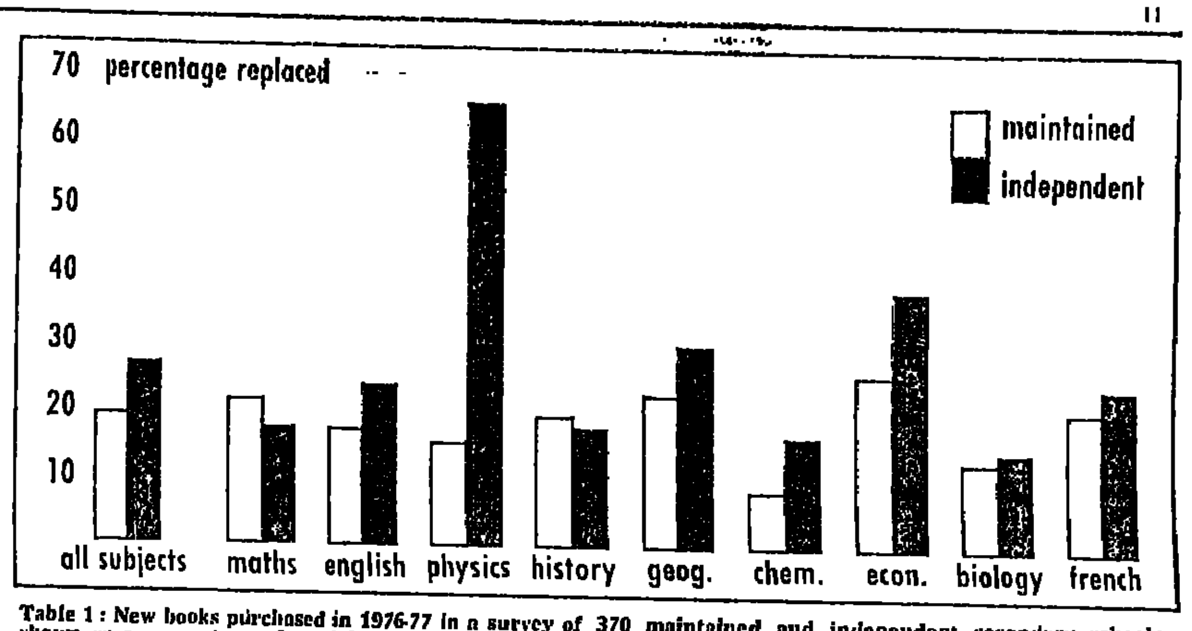

Table 1: New books purchased in 1976-77 in a survey of 370 maintained and independent secondary schools, shown as a percentage of total books stocks held in each subject. Overall, 26.8 per cent of the independent school books were bought that year, and 19.1 per cent of maintained school books.

Age group	No of items assumed to be in simultaneous use by each pupil	No of items additional which should be in stock per pupil	Total items in stock per pupil	Extent of stock needed in school with roll as shown within each category (including long-term loans from school library services) Up to 240	500	750	1,000	1,500
5-11	5	6	11	2,640	5,500	8,250	11,000	
11-16	6	7	13	3,120	6,500	9,750	13,000	19,500
Over 16	6	13	19	4,560	9,500	14,250		

NB—Library stock includes books and non-book materials but not textbooks.

Table 2: Library Association recommended levels of library stock. These have been derived from existing libraries in schools in several authorities.

Pupils	Schools in this category	Staff	Clerical
601-800	1,301	1 librarian/ ½ production/ technical asst	½
801-1,000	731	1 librarian/ 1 production/ technical asst	1
1,001-1,500	962	2 librarians/ 1½ production/ technical assts	1
over 1,500	222	3 librarians/ 2 production/ technical assts	2

Table 3: Minimum numbers of library staff recommended by the Library Association.

These articles were written by Virginia Makins, and based on contributions from readers and TES staff reports from Barnsley, Birmingham, Brent, Buckinghamshire, Dorset, Essex, Gloucestershire, Gwent, Hereford and Worcester, Newham, Oldham, Richmond, Strathclyde and Sunderland. Statistics by Lois Rodgers.

COURSES

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Bert Lodge visits one of the young bands preparing for next week's Schools Prom

Sweet swingin'

The air they draw in to oompah and tootle out of the bell end of their horns on rehearsal nights has a taste to it.

It's of pit yards, pit brows, gasworks and dump slack. And if it were solely through euphoniums, cornets and upright bombardons that these 25 youngsters were refining the faintly sulphurous wind, all would be in order. For they are in colliery brass band country, with perhaps 10 pits inside a dozen miles, one of them Grimethorpe, for years within a note of its rival, *Black Dyke*. Though it's better, of course, the cognoscenti will tell you.

Only it's not the brazen gallop of Suppé nor the hummable airs of Offenbach that the loiterer outside the old junior school in Schofield Street, Mexborough, hears on Thursday nights. Guitars and saxaphones, Wondy Herman's arrangement of "Woodchoppers' Ball", Stan Kenton's "Peanut Vendor", or an arrangement by a local lad of "Eleanor Rigby" tell him that Doncaster Youth Jazz Orchestra is practising.

Outside, Manvers Main coking plant waits to carbonize whatever triumphs are blasted through the windows.

It is not only in choice of musical idiom that these musicians, none over 17 and all in some form of education, differ from the territory that has bred them. Keith Jowett, head of the further education centre the school has now become, and a jazz enthusiast, put it this way: "Along with the brass band tradition goes a competition tradition, and we aren't too fond of it. It leaves a lot of broken-hearted kids."

Still, they have broken faith with this belief enough to have entered the Festival of Youth in Music two years running, getting the highest commendation in the big band section this year. Also for the second time they will be performing with 20 other groups and orchestras in the TES Schools Proms next week.

So shouldn't they be rehearsing their pieces for next Tuesday? "Well, as a matter of fact, we're not sure what we're playing yet," said bandmaster John Ellis, so nonchalant it might have been a piece of gamesmanship to set any of his rivals who may read this worrying.

John Ellis has been blowing down brass instruments all his life. Now head of music at nearby Conisbrugh Northcliffe comprehensive (the educational priority area school which pioneered exchanges of pupils with independent up-market Dartington Hall), he joined the army as a boy musician at 16 and for the next 12 years helped to keep several squadrons of Hussars and the Grenadier Guards in step before becoming a peripatetic teacher with the West Riding authority.

"We aren't really set on creating out and out jazz musicians," he said last week. "There may be three or four here who will take up jazz professionally but we are looking for the kid who can really enjoy a wider involvement. All of these here are in another band or orchestra.

"Coming here they come up against modern reading, unfamiliar rhythms. We have got away from the old swing bands of years ago. Orchestrations are much more complex and more interesting."

He pointed to 14-year-olds Keith Alderson and Karen Morris, straining at their French horns. "That's an instrument that's being used more. And the clarinetist, who used to be required to double only on saxophone is now expected to have the flute as well."

Enlarged expectations did not appear to worry his French horn players. Keith reckoned, with no immodesty, that he could play most brass instruments and Karen had the piano and the melophonium, a kind of accordion, in reserve.

Altogether 120 youngsters, some from up to 18 miles away, meet to play jazz in Keith Jowett's centre every week. The umbrella organization they belong to is the South Yorkshire Youth Jazz Association but this sub-divides into several bands of which the Doncaster Youth Jazz Orchestra is but one.

Doncaster education authority is naturally proud of such a flourishing music tradition and has helped with instruments, though three out of five of the Doncaster orchestra play their own, including the energetic and highly-thought-of drummer, 15-year-old Andy Barron, whose kit will be insured for getting on for £1,000 when it sets off southward.

The encouragement and good will comes not only from the public sector. Andy Vinter, the pianist, sits at an electric instrument worth several hundred pounds that Fox's, a Doncaster music shop, has just delivered to the orchestra "on permanent loan".

And when the 25 musicians board the coach for fame at the Albert Hall next week at least one coach of supporters, and others in cars, will be going down as well.

Actually the first stop will not be London. Refusing to be too impressed by the Albert Hall they intend to set off four days earlier and pass straight through the capital to Brighton, play a few concerts there and take in the Schools Prom on their way back north. "It means we shall get plenty of rehearsing in just before the big night", Keith Jowett remarked. He was interrupted by a request from the band—could they play a piece called "Eleven Plus"? Eyes on John Ellis's baton, they swing into it and filled the room with such a brazen crescendo that John Ellis confessed at the top of his voice, "Sometimes I have to go outside to hear what the band sounds like."

The floorboards and the distempered brickwork fairly quivered in a way that "All things bright and beautiful" at morning assembly could never have made them do.

Big band blow-out from the back row, under the eye of John Ellis (right).

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TES 7

PROJECT FIRE

Restriction on Ulster students

The number of Northern Ireland students entering colleges of education in Britain is to be severely restricted, the Minister of State, Lord Melchett, said last week. Already the number of such "free trade" students has been cut from 575 in 1974 to under 100 last September.

Earlier this year, the Minister announced that awards would be made in 1977 for trainees following three/four-year courses in Britain only if the course was not available in Northern Ireland. In addition, 70 one-year awards were allocated on the basis of the applicant's academic attainment, the need for teachers of the subject involved and the availability of courses in Northern Ireland colleges.

Now the Minister has decided that awards will be made only to students admitted to courses which are not provided locally and where there is a need for teachers who take such subjects. This probably means no more than a dozen awards.

"I realize that this decision will disappoint many students who had been hoping to gain places in training institutions in Great Britain", Lord Melchett said, "but the facts are that the intakes to Northern Ireland teacher training institutions are geared to the employment opportunities which we expect in Northern Ireland, and, inevitably, if we were to train more teachers than we need, many would find themselves unemployed at the end of their courses."

Last month, the Minister announced that the number of awards for Northern Ireland colleges next year will remain unchanged at 810, of which 626 will be for three/four-year courses. The approved recruitment for each institution is: Stranmillis 225; St Mary's 110; St Joseph's 105; Queen's University 90; the New University of Ulster 150; Ulster College 130.

Although this year's figures are the same, the Ulster Teachers' Union has complained to the Department of Education about the decision of Queen's University to admit more than its quota.

Remember duty to pa —Avon chi

More active cooperan teachers and parents w by Mr G. F. Crump, ch officer of Avon, on Sa he told a conference of Bristol:

"Every school must r to involve parents in the sible way. This is proba important thing we hav out in the next five years."

Schools, Mr Crump t ference, which was orga Oxford Society of Applied Education, must take on tions to parents. "We ha work to do to define roles and understand the fe owe them."

It was important to ge them what the schools w to do and, at the same accept their just aspi their children.

"But", he said, "it is tant to get them to unde we are the experts."

Mr Michael Marland, Woodberry Down School said they had to find a w ing out what the peopl were thinking. The blunt view was helpful even w one occasion, the comment don't care what you teach ren providing you do i tively".

The gap between theory tice in education was t "The mis-match between the realities of curricul ning is so great as to be disgrace. The current d the curriculum is quite We have not a curriculum trol."

The cardinal fault of even small schools, was the of coordination. "All in the should know what the other doing." He was not asking uniformity. "Indeed, the strength of schools is variety. asking for general cognisance what others are doing and throughout."

The alternative was frag tion, with teachers setting without consulting school lib on subjects beyond their res with teachers on playground having no time to prepare for next lesson, with the refus heads of department to other specialists about the of their own syllabuses, and tude that the teaching of was somebody else's respo

"The great paradox of s schools", said Mr Marland, " all teaching of reading into one of two spheres, for nine-tenths and basics backward. We do not children for non-narrative yet the democracy of educ pends on the teaching of and the development of lary."

Success 'hangs o temperament'

Temperament could be as impor as academic ability in expl why some students do better others, according to Pro Dennis Child, of the Universi Newcastle upon Tyne.

Students who like solitar bookish study, who are able t ject immediate pleasure for term goals, and who relish cul as opposed to practical much more likely to pass and A levels and get a degr

Professor Child said i inaugural lecture to the univers school of education that up to age of 13 or 14 high achievers outgoing, cooperative, excellen stable, "bold and tough little brutes with an overabu energy".

Then everything changed who succeeded at the higher were reserved, emotional, tive, introverted and sensitive

"Our educational system tion to providing an inte filter based on those capa passing O, A and degree examinations has, by created a 'temperamental f

Scientists were particularly fiable—conformist, stable, less, pacifist and careful. because the subject made Intellectual and tempera demands.

Schools need fatherly touch

If fathers took a more active part in their children's education, schools might become more aware of the needs of industry, according to some research carried out by a secondary modern teacher.

Mr Thomas Cook, of Benjamin Outram School, Ripley, studied 80 fathers' relationships with their children's primary schools as part of an MPhil degree. He looked at the reasons why more than half of the fathers of school-age children never visited the schools, as the Plowden report of 1967 discovered.

Most of these fathers were manual workers.

When asked why they never attended schools, the fathers could give no reason. Some did have criticisms of parents' functions, such as that the meetings were social rather than educational, they had personal differences with teachers, the meetings were concerned with "Mummy talk", and that they had no time to discuss their children.

Yet seven out of 10 could only say they did not know why they did not attend. Mr Cook decided that there were obvious barriers to their attendance, such as that 36 per cent of semi-skilled workers are on shift work, which varies from week to week. The fathers also had no idea how to exercise political control in schools through the governors or managers.

But finally he concluded that the problem was a fundamental disagreement between the fathers and teachers about the policy and aims of the school. Most young teachers, he said, put the individual development of their primary school pupils very high whereas the fathers rated discipline and good grounding in the basic subjects.

If this discrepancy could be reduced, fathers might be more encouraged to go to schools, Mr Cook concluded. Plowden was wrong to put so much emphasis on the "mothering" aspect of primary schools.

"Plowden questioned mothers only, partly because it was practicable for the visiting research team in day-time hours, but also because it was felt that mother was 'biologically nearer the child's need'. Had father been asked, he would have answered far more in terms of the truth of the workaday world than in terms of his child's particular need or even his own personal need.

"As events have turned out this would have been a good thing as it might have called the progress of schools in certain directions to a halt long before we have arrived at our present situation."

Officials rapped over lost grant

Kingston Polytechnic and the City University are both blamed by the Ombudsman for a former student of the polytechnic losing her chance of a postgraduate award.

The polytechnic mislaid a grant application form and the university after having first placed the student's name on a list of possible award recipients, then removed it to a "certain" list but without telling the student.

"Had events proceeded normally from then on, she would undoubtedly have received a grant", says the Ombudsman. This was worth £1,657 and the student had to finance herself for the year.

The complainant, a business studies undergraduate at the polytechnic, applied for a Social Science Research Council studentship to finance a postgraduate MSc finance course at the City University in 1976-77.

She gave the grant application to the head of business studies early in July to have a testimonial included. It had to be returned to the university for submission to the council by August 1, but it was mislaid in the polytechnic offices and was not forwarded until August 18.

As it turned out the removal of the student's name on to the quota or "certain" list for awards made the testimonial superfluous and she would probably have tried to retrieve the form thus detecting its "loss" before it was too late.

"I conclude", says the Ombudsman's report, "there was maladministration by the polytechnic . . . "My investigation also revealed serious shortcomings in the way the university dealt with the matter.

In brief

Governors courses

Shropshire County Council is offering the governors of its further education establishments a short course "to provide guidance on their duties and responsibilities". It will include talks from representatives of industry, commerce and schools on what they require from a college of further education. For further information (not course places) write to: J. Ashworth, Course Organizer, Shrewsbury Technical College, London Road, Shrewsbury, SY2 6PR.

New degree course

A new BSc Honours degree course on physics with medical applications is to be offered to students from October 1978. The course will be run jointly by Queen Elizabeth College, University of London, and Guy's Hospital Medical School.

Rail card refund

British Rail is to refund VAT on student railcards bought since the scheme was introduced in 1974. This follows an Appeal Court ruling that the student railcard is not liable for VAT. Tax already paid ranges from 15p—in the case of an original railcard issued experimentally in 1974—to 48p for a current card. Refunds will be available at BR stations from now until December 31, on surrender of cards on which VAT has been paid.

Report on primary facts

Most infant classes in Nottinghamshire schools are organized along progressive lines, with children working on an individual basis, according to a Trent Polytechnic research team of 31 recently trained teachers who were unable to get jobs. The project was funded as a job creation programme by the Manpower Services Commission.

The team found that 31 per cent of the junior school teachers interviewed did not expect children to read aloud in class. Three subjects—history, geography and science—were not mentioned in 81 per cent of the timetables. Most teachers in junior and infant classes do not give a mark or grade when marking pupils' work.

The research — *Nine Hundred Primary School Teachers*—is the result of a year's work undertaken by Dr Michael Bassey with the help of the young teachers. It covered half the primary schools in Nottingham.

Dr Bassey says: "The report contains no surprises; it is not sensational. It is about the bread and butter of life in classrooms.

"Its purpose is to help teachers think about ways in which they can improve their teaching. Few teachers know much about how other teachers work. This report tells them something about their fellows."

The report showed that in a typical junior class the 27½ hours of the school week were divided into five hours of maths, seven hours of English, four hours of "topics", two hours of art and crafts, music one hour, physical education, including games, three hours, assembly two hours, administration one hour and two-and-a-half hours of playtime.

The researchers looked at teaching methods in junior schools and found that classwork—when the whole class was studying one subject individually or together—was most common. Classwork took up nine hours a week on average, group work in one subject six hours, group work in more than one subject four hours, and individual work organized by pupils three hours.

The most common way for junior school children to learn maths was by individually working at class textbooks. In half the schools maths syllabuses were drawn up by the teachers and in half by the school. The most popular text was *Alpha/Beta Mathematics* by Goddard and Grattridge.

Teachers were asked whether they deliberately tried to encourage children to talk, other than in everyday class discussion and conversation. Thirty-two per cent said they used drama with this in mind, but another 32 per cent did not answer.

The post popular English text was *Sound Sense* by Tansley and the most used reading test was Burt. The most popular story read aloud to classes was *The Lion, the Witch and the Wardrobe* by C. S. Lewis. Teachers tuned in to the BBC programme *Singing Together* more than to any other schools broadcast. Holst's *Planet Suite* and Prokofiev's *Peter and the Wolf* were the most popular pieces of music.

The research found that in infant classes the most common teaching method—used by 42 per cent of classes—was individual decisions about learning made by teacher or child. Ladybird wordcards and the Ladybird reading scheme were used by infants more than any other.

Nine Hundred Primary School Teachers, Dr Michael Bassey, Trent Polytechnic, Burton Street, Nottingham.

Sport

Two of the physically handicapped and able-bodied teams at the Sunblest—NAYC finals on November 4.

Clubs vie for new honours

by Stanley Levenson

Girls and physically handicapped boys shared the limelight with able-bodied lads in the finals of the National Association of Youth Clubs five-a-side football tournament at the Sobell Centre, London.

This new venture, sponsored by Sunblest, was the high point after a year of elimination rounds. Some of the teams playing as many as 20 matches to reach the final.

Bronte Ladies, of Bradford, won the girls tournament with a 3—1 victory over the girls of Bulwell Youth Club, Hucknall, Nottinghamshire. In the semi-finals Bronte Ladies beat Leominster Youth Club 6—4 and Bulwell beat Whitewell Bottom YC, Rossendale, Lancashire, 2—1.

The physically handicapped section (the boys are in wheelchairs propelled by able-bodied boys) was won by Slough Foundation, who defeated Budoc PHAB Club, Plymouth, 2—0 after eliminating Fleming Fulton PHAB Club, of Belfast 3—1 in the semi-final. Budocs' semi-final victims were North Salford PHAB Club, beaten 2—0.

Christus Rex Youth Club, Carlisle, won the senior boys final and Pegasus Youth Club, Walsall, took the junior title. After their 3—1 semi-final win over Llanrumny YC, Cardiff, Christus Rex beat Devonport Dockyard Apprentices 2—0 in the final. The apprentice boys, in their semi-final, beat Agnes Street YC, Belfast.

In the junior semi-finals, Pegasus beat St Columbus YC, Wallsend, 2—0 and Trelai YS, Cardiff, defeated Bredbury YC, Stockport, 3—1. In the final it was Pegasus over Trelai by a 4—1 margin.

Bedford grab first polo title

A high standard of play and some thrilling matches marked the final stages of the first-ever national schools water polo championships, held in Manchester. Plant Hill High School and Bedford Modern won the junior and senior titles.

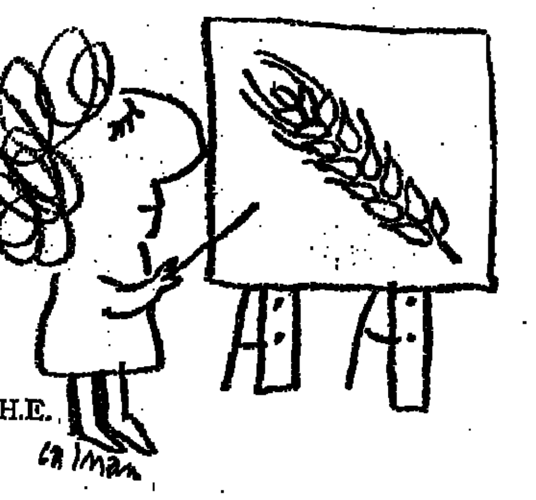
Plant Hill beat Alleyns School, London, 6—4 in the under-16 final, and Bedford Modern beat Plant Hill 7—5 in the under-19 match.

At one stage Plant Hill were running away with the match, leading 5—1, then Alleyns fought back to 5—4 before the Manchester school got their extra goal. Three of the goals came in the last quarter.

In the other final Bedford Modern had the edge for most of the match, going into the last quarter 4—3 up. Then a flurry of goals, three to them and two to Plant Hill, clinched the title.

In the junior semi-finals Plant Hill easily beat Brooks Bank School, Elland, Halifax, 8—1 but Alleyns had to work hard to beat Bedford Modern 5—3.

It was a similar story in the under-19 semi-finals. Plant Hill crushed Royal Grammar School, Newcastle, 14—6, and Bedford Modern had another close match, this time beating Whitgift School, Croydon, 5—3.



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For further information please contact Miss Gillian Niblock, Lectures' Organiser, The Flour Advisory Bureau, 21 Arlington St., London SW1A 1RN. Tel: 01-493 2521.

United States

'Educational' TV set for injection of funds

from Michael Binyon

WASHINGTON

Public broadcasting—the only network of radio and television stations in America that does not carry advertisements—has just been given a considerable boost by President Carter.

For five years from 1981 the Corporation for Public Broadcasting will get $1,000m under proposals the President has just sent to Congress. This would be the largest government grant ever made to public broadcasting, and would do much to bring confidence and stability to the distinguished but often struggling network.

Public broadcasting in America developed out of educational television, and many of the stations are still owned by universities, colleges, and academically oriented trusts. Much public broadcasting is still linked to education, and a number of well-acclaimed programmes have been used to accompany college courses.

As the network is not dependent on advertising and audience ratings, public broadcasting is able to air many serious and high-quality programmes that do not have mass appeal. "Sesame Street" is probably the most famous and popular educational programme. The network has also brought to America the best of British television—plays, historical dramas, series, and so on. "Ustairs, Downstairs" was a recent sensational success.

Unfortunately in spite of its reputation, public broadcasting has suffered from lack of coordination between the controlling body and the programme planners. The result is that the network has not lived up to people's high expectations, has not produced many outstanding American programmes, and has had to rely heavily on the BBC.

Mr Carter's Bill proposes that public broadcasting should devote more money to high-quality national programming; set long-range goals by which its progress can be judged; bring public television and radio signals within reach of all citizens; provide greater accountability to the public; and finally stimulate greater participation by minorities and by women.

The President also said public broadcasting should play a large role in social and adult education. He noted that many popular series (Bronowski's "The Ascent of Man", or Galbraith's series on economics, for example) have been widely used for college extension courses, and said lifelong learning should remain one of the system's principal goals.

At present there are 271 public television stations, and 203 public radio stations. Some, such as those based in New York, Boston and Los Angeles, have a large budget and produce a varied service. Others, owned by small universities in the Mid-West for example, operate on a shoe-string, but still manage to produce quality programmes.

Although the government now funds public broadcasting directly, it requires stations to raise as charity $2.50 for every dollar the government gives. Government funds are handled through the Department of Health, Education and Welfare, the National Endowment for the Arts, the National Endowment for the Humanities, and the National Science Foundation.

President Carter wants to reduce by 25 cents the amount that has to be raised by public appeal to qualify for federal money, and to give the Corporation for Public Broadcasting—the controlling board—direct control of much federal money.

In educational and intellectual circles there is strong support for the improvement of American television, which is doggedly unintellectual and populist. Public broadcasting will never be a serious threat to the three giant commercial networks, but if strengthened it might offer a genuine alternative for those who find the nightly fare of police stories and comedy shows indigestible.

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West Germany

Full steam ahead for under 5s

by David Dungworth

West Germany's plans to provide kindergarten places for 60 per cent of the country's three-year-olds, 80 per cent of four-year-olds and 100 per cent of five-year-olds by 1980 are well on target.

An active policy of expansion has been pursued by the *Länder* and local authorities since the early sixties and during this time public *investment in the pre-school sector has risen by nearly 800 per cent.* Figures published by the Federal Office of Statistics in Wiesbaden show that the number of places in kindergartens doubled between 1963 and 1975. Over 1.4m of the 1.95m children in the age group now attend and an additional 48,000 infants under the age of three go to day nurseries, 135 per cent more than in 1963.

This growth in pre-school education has been accompanied by a dramatic decline in the West German birth rate. The number of live births fell by over 40 per cent between the peak year of 1964 and 1975 and the number of three to five-year-olds by 17 per cent during the same period.

Although 2,300 more births were recorded in 1976 than in 1975, the effects of the earlier decline have still to work their way through the been further reieved by unemployment among working mothers who are tending to keep their young children at home.

Parental contributions towards the cost of kindergarten education *Land* In Baden Württemberg the charge can be up to DM80 (£20) a month, while in North Rhine Westphalia the present average is DM 40 a month and all fees are to be phased out by 1982.

Several of the *Länder* education authorities have been taking advantage of the better staffing to conduct research projects of improving pre-school particularly with regard transition from kinder primary schools. Most which have reported come out against a the school starting age to five.

The easing of the places has, however, cult for teachers to find the beginning of the current year there were only for 100 applicants in Palatinate, 60 out of 70 away in Nuremburg and lin had 300 qualified staff unemployed.

Republic of Ireland

Union opens grant drive

from John Walshe

DUBLIN

The Union of Students in Ireland (USI) has launched a campaign to secure a better grant deal for third-level students. Mr Paul O'Sullivan, USI education officer, pointed out last week that the new Fianna Fail government had promised to raise the value of the grant immediately on taking office. The government has been in power since July with no sign of an increase in the grant. The new Education Minister, Mr John Wilson, argues that there are technical problems about raising the grant immediately and adds that he has instituted a review of the situation.

When the government does raise the grant this will not change the lot of over two-thirds of the third-level students in the Republic. The reason is that only 9,500 of the 33,000 university, technological, art teacher training and other higher education students are on grants and scholarships. The rest have to pay their own way.

The academic requirement for a grant is double that of the basic matriculation requirement for university entry. Even if one passes this hurdle, the financial eligibility limits cut out many more applicants. To qualify for a full grant a family with one child would need an income of less than £2,626 a year. A student coming from a family with over £4,200 a year would not benefit at all.

The low eligibility limit should, in theory, benefit bright children coming from poor backgrounds. USI says this is not so because the value of the grant is so low. The maximum anybody can get is £350 a year plus the full cost of fees; the union reckons that a reasonable maintenance allowance is £862 for those living away from home.

Surveys have been carried out into the class profile of students at both Trinity College, Dublin, which has 4,500 students, and University College, Dublin, with 10,000 undergraduates. The upper middle class accounted for 75.1 per cent of the Trinity intake and 50.5 per cent of the UCD intake, even though they form only 13.8 per cent of the total population.

In Trinity, 13.7 per cent came from working-class or lower middle-class background while the figure for UCD was 25.4 per cent. This compares with 54.7 per cent of the total population in the country.

The USI is also campaigning for a lowering of the academic criteria so that everybody who qualifies for entry into higher education gets a grant or a scholarship.

The Education Ministry argues, however, that the costs would be prohibitive. In the 1975-76 academic year, when there were 33,148 third-level students, some 6,168 had higher education grants worth £2,490,633. A total of 1,602 students attending technical colleges held scholarships awarded by local authorities at a total cost of £379,033.

A further 1,779 teacher trainees and other categories of students held a variety of awards at a cost of just under £500,000. The combined cost of around £3m represented about a seventieth of the state total education spending for that year.

France

Parents vot 'independen

from Joan Smyth

Results of the first electio to be held in France for p committees for primary and sery schools have shown slightly more than half the p eligible voted and that 50 p of the parents elected are dent of either of the tw parents' associations.

There have been elected delegates to class councils *lycées* and secondary scho 1969 but the creation of committees in the primary has been one of the minor tions of Education Mini René Haby's sweeping which started in Septembe

The run-up to the elec marked by bitter rivalry the leaders of the two main associations, the Feder Parents' Councils (FCPE), over by M Jean Cornec, a lawyer, and which groups families, and Dr Ontoine president of the Feder Parents of State School (PEEP), who favours co with M Haby and has members.

Past elections at the h have given M Cornec the M Lagarde with 63.5 per c members getting voted in gates against 26.5 per cent Lagarde. The turnout has been around 39 per cent.

The first results of the primary school electio shown that a national av 50 per cent of the paren while in some areas the fig to 85 per cent.

In the *breakdown* given Ministry of Education 50 of the parents elected to the new committees are in of either of the two as 40 per cent are pro Cornec's association and belong to M Lagarde.

Before the elections M Haby emphasized that he any parent to stand as a c who had strong local fee the school attended by his child.

The parents' committe meet once every three m the instigation of the he There will be between parents taking part a the size of the school, teachers concerned and sentative from the local or council.

Their remit will conc discipline, the environme port, organization of nurseries for working canteen management, ex lar activities and hygien

Soviet Union

'Learn from West, but with care'

by Kenneth Shaw

In-service training centres, educational colleges and universities should pay more attention to Western ideas, personality theories and methods, according to Mr M. I. Kondakov, vice-president of the Academy of Pedagogical Sciences.

Presenting an educational research report to the academy's recent annual conference, Mr Kondakov also discussed how to combat the spread of "wrong" Western ideas in the Soviet Union.

Mr Kondakov told the conference that the academy is to publish, in 1980, a collection of papers from socialist countries on the theme of contemporary bourgeois pedagogy, the main task of which will be a fundamental critique of Western educational theories. Attention should also be paid to developing the course on Western educational theories taken by teachers under training in the Soviet Union.

Arguing for a greater understanding of Western methods, Mr Kondakov said the opposition in the Soviet Union to the spread of Western ideas in education and psychology should not mean outright rejection of what was sometimes valuable simply because the ideas were "made abroad".

In some cases, he added, the criticism of bourgeois concepts consisted simply of identifying whether they were founded on Marxism or not. Such an approach meant the educational idea often remained outside the critique.

Warning academicians against uncritical use of foreign data and methods, he said such borrowing would damage Soviet training, especially if Western ideas on socialization based on "biologizing", abstract anthropological studies and so-called educational technology were allowed to spread in the USSR.

Holland

Moluccan aid waits on new government

from Lynn George

AMSTERDAM

Further steps to help the 5,000 Moluccan children attending Dutch schools have been officially under discussion in recent months. A policy memorandum on the South Moluccans, which includes education policy for this group in the future, is expected to be published as soon as Holland's government stalemate is resolved.

The problem of integrating these children in the Dutch education system were highlighted in May and June after the South Moluccan capture of a train near Groningen and the holding of 105 Dutch schoolchildren for five days and their teachers for 20 days as hostages in their primary school in Bovensmilde. The school is now demolished and since last month the children have been going to a new primary school together with their Moluccan classmates.

Young Moluccan children in Holland are third generation Moluccans whose families for the most part prefer to live in mainly Moluccan communities, maintaining their old customs and traditions. This is partly explained by the fact that unlike other immigrant groups here, their families did not come voluntarily to Holland.

About 4,000 Moluccan soldiers who had served in the Dutch army came here with their families in 1951 after Indonesia gained independance from the Dutch. They were refused permission to demobilize in their own country because they were against the Moluccans becoming a part of the Indonesian republic.

The fact that Moluccans live in isolated groups is one of the reasons why their children encounter language problems in school. About 70 per cent of the families still speak Maleis at home.

Primary schools which have many *Moluccan* pupils can apply for extra teachers to help the children in the Dutch language. At present there are 27 such teachers attached to 35 schools. In addition, study guidance evenings, subsidized by the Ministry of Culture and Recreation, were started two years ago.

The Moluccans want bi-cultural programmes introduced in Dutch schools. It is doubtful, however, whether this will happen in the near future. The government sees such programmes as making the children feel even more "exceptional".

Italy

Sharp fall in birth rate

from Dalbert Hallenstein

VERONA

A fall in the Italian birth rate after 1964 is beginning to have a significant effect on school enrolments. In the 12 years between 1964 and 1976 the number of annual births dropped from 1,065,000 to 750,000.

The fall has already affected primary school enrolments which began to decline four years ago. Now, for the first time, the middle schools (for the 11 to 13 age group) are also beginning to register a slight fall in enrolments.

The Education Ministry has calculated that for 1976-77 the drop in first-year enrolments was about 1 per cent, which becomes significant when compared with the 6.9 per cent enrolment increase of the year before.

Although this is good news for Italy's educational planners, who can now tailor their school building programmes to accommodate a relatively stable future school population, it means that employment prospects for young graduates in education will get worse.

Between 1968 and 1973, almost 70,000 entered the state teaching profession. In 1973 the Education Ministry calculated that in the following five-year period it would need only 40,000 new teachers now it is warning that over the next six years the number of new teaching posts available to young graduates will fall even more radically.

Coming down to earth again

A worldwide drive is being launched to educate people about the ever-growing threat to the environment. Paul Moorman, Foreign Editor, reports from Tbilisi, Soviet Georgia

Ten years ago the giant Torrey Canyon tanker went aground off the Cornish coast and the term "*oil slick*" entered everyday language. Like the London smog before it, it was for real: not only fish and sea birds were affected, the oil clogged the beaches and threatened the West Country tourist industry.

Then, the talk was of "pollution" or "preserving nature". Today the concept has been widened to "protecting the environment" and that in turn is widening into "raising the quality of life through respect for the environment." Whatever the words, there is a continually increasing awareness of the damage being inflicted by man on the world around him. If for no nobler motive than self-preservation, much thinking is being done about the consequences.

Doomsday statistics abound. There are four births and two deaths every second, 10,000 new chemicals are being introduced annually into the world, the great deserts of Arabia and Africa are relentlessly encroaching on precious agricultural land—in some cases by 30 kilometres a year—the Mediterranean is dying and the Great Lakes are to all intents and purposes dead, aerosols and, possibly, supersonic planes like Concorde are destroying the earth's protective ozone layer and heightening the risk of skin cancers, wood is running out and so is coal, the oil may not last much more than a generation and a century ago 96 per cent of all energy used was either human or animal and now the figure is 1 per cent. Pick where you will, the litany of impending disaster rolls on.

In Britain and Europe, the mounting public concern has most recently, in the wake of Flixborough and Seveso, been concentrated on large-scale industrial plants.

In particular, controversy has raged around nuclear reactors: the massive Windscale inquiry is now awaiting the Inspector's recommendations, at Malville in France and Kalkar in West Germany there have been violent demonstrations at reactor sites, and voters' anxiety about nuclear policy almost certainly contributed to the downfall last year after more than 40 years in power of Sweden's Social Democrats. Plans for uranium mining are being bitterly argued about in the run-up to next month's Australian general election, while in politically polarized France polls are consistently showing 3 per cent support for the Independent Ecology Party.

International acceptance of the "environmental problem" crystallised with the 1972 United Nations Conference on the Environment in Stockholm. Not that that meeting was distinguished by its unanimity: the American ecologists Barry Commoner and Paul Ehrlich publicly bickered over the relative dangers of over-population and the abuse of finite resources, the Soviet Union together with the rest of eastern Europe boycotted the proceedings because of the non-recognition of the German Democratic Republic, and the Third World suspected the whole affair was a plot by the industrialized nations to stop it developing. With good reason, the anthropologist Margaret Mead called for a "Copernican Revolution" in man's attitude to the natural world.

That revolution is now under way. Stockholm was followed by the United Nations Habitat Conference on Human Settlements in Vancouver in 1975 and the United Nations Desertification Conference in Nairobi this summer. The Third World stance of "give us some of your pollution and then we will discuss how to control it" has largely been replaced by "we are all in this mess together". This month's announcement by the Indian government of its aim to restrict as much future manufacturing industry as possible to the "village level" is an example that the political will to think small is slowly becoming reality.

In the long run, however, it is not the actions of institutions but the attitudes of individuals which will be crucial. And that means educating them in the "environmental ethic". Thus it was that last month 400 delegates from 74 countries, including Britain, gathered at the unlikely venue of Tbilisi, high in the Caucasian mountains and the capital of Soviet Georgia, for a major conference on environmental education (EE) organized by Unesco in conjunction with the United Nations Environment Programme (UNEP).

United Nations' spokesmen hailed the meeting as a notable success. There was a spectacular lack of East-West point-scoring. "It looks as if the politicians really have realized that pollution can't tell the difference between ideologies," one official put it.

The resulting Declaration of Tbilisi pledges governments to make more resources available for environmental education. The words of Mr Amadou Mahtar M'Bow, Unesco's director-general, ("environmental education is now a matter of life and death") and UNEP's executive director, Dr Mostafa Kolba, ("the problems of the environment are jeopardizing the development of mankind") appeared to be taken at their face value.

In 1972 a mere 10 countries had environment programmes; today that figure has grown to 70. By general consent, Britain's environmental education standing is high. The plethora of institutions connected with the environment includes the Council for Environmental Education, an umbrella body set up in 1968 to act as a link between local authorities, professional and educational organizations and statutory and voluntary environment bodies. It also publishes a comprehensive guide of organizations willing to help with environmental education inquiries.

Borobudur: major rescue campaign

Other groups include the National Association for Environmental Education, which links teachers and academics concerned with the environment, the Field Studies Council, the Professional Institutions Council for Conservation, which is an inter-professional coordinating committee set up in 1972, the Town and Country Planning Association, which publishes a bulletin of environmental education, the Council for Nature, the Council for Environmental Conservation, the Council for Urban Studies Education and the Council for the Protection of Rural England. Additionally, of course, the Schools Council produces a wide range of learning and teaching schemes in environmental education.

Many of these organizations would say they are under-funded. Both Dr Christopher Gaisford of the School of Education at Reading University and Mr Keith Wheeler of the School of Humanities and Social Science at Leicester Polytechnic, two academic experts on the British delegation, argued that this was because responsibility for financing often falls between the DES and the Department of Environment.

They regretted, too, the absence of environmental education from the Great Debate and what they called its "patchy development" depending on the attitudes of individual local authorities. They looked to important increases in allocations following Tbilisi and thought that Britain had a very sound foundation on which to build. Although, as Mr Wheeler put it, "every country in the world is still under-developed as far as EE is concerned."

Increased government funding will obviously help in all countries. But the obstacles in the path of environmental education remain formidable. For a start, there is as yet no general agreement on how best to present environmental studies in the classroom: whether environmental education should be a separate subject or a "dimension" of existing courses is still debated, although opinion at Tbilisi tended heavily towards the latter approach. At the higher education and professional levels it is easy enough to build an "environmental awareness component" into qualifying examinations. But how realistic is it to ask a town planner or a road engineer to decide between the rival claims of a cheap road through a park or an expensive one around it?

It is at this point that the "protecting the environment" and "raising the quality of life" distinction emerges. Perhaps the cheap scheme would free money for a hospital, perhaps the expensive option would provide more jobs, perhaps the preservation of the park would increase noise in nearby residential areas, perhaps the cheap scheme would end the use of recreational facilities. The permutations and considerations are many.

The problems facing the developing countries are equally great. Those who most need instruction are those who get it least: beduin, gypsies and subsistence farmers are often destroying, through ignorance rather than indifference, their very means of survival. Here Unesco and UNEP officials place great emphasis on the role of the mass media, particularly radio and television, and on the part being played by bodies such as the scouts and other youth organizations and the churches at local, grass-roots level. In much of the Third World, the churches have adopted an "ecomissionary" role. As the Vatican observer told the conference: "Stewardship of the resources of the physical world has always been a key concern of religion."

At the same time, UNEP points to the growing number of hopeful examples of cooperation: 15 out of 18 countries bordering the Mediterranean, many of which have otherwise not sat around the same negotiating table in years, have signed a Save the Mediterranean agreement, Tanzania has invited international environment experts to advise on the design of the country's new capital at Dodoma, the United States and Canada are cooperating on schemes to revivify the Great Lakes, the Chinese are saving energy by the widespread use of bio-gas collectors, which work on the midden heap principle and produce gas for cooking and generators, and the Soviet Union is minimizing the effluence from the pulp plants around Lake Baikal, which contains one-tenth of the entire fresh water supply in the world—a fact which takes on added interest with last month's EEC report that parts of Europe may be seriously short of water by the turn of the century.

Additionally, at inter-governmental level Unesco has several major schemes running as part of its cultural heritage conservation programme. These include moving upstream the temples of the Nile island of Philae, under water since the building of the first Aswan dam, the shoring up on Java of the vast complex of Buddhist temples at Borobudur and the restoration of Moenjodaro, the clay-built city in Pakistan which came to light during British excavations for a railway in the last century. Teaching the value of conservation, it is argued, is an essential element in increasing long-term environmental awareness.

● Meanwhile, the Tbilisi conference used more than two tons of paper for its documentation. And that, according to the British Paper and Board Industry Federation, meant felling no fewer than 15,000 trees.

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Race probes do discriminate

Sir,—Recently Norma Gibbes, a black teacher in London, commented (*TES* "Vital statistics"? November 4) on the proposed collection of statistics relating to non-indigenous children in schools. She, in common with other leaders of some ethnic minority groups, favours such a collection, believing it will benefit their children.

Such figures were collected annually from schools until a few years ago, when pressure from ethnic minority groups, supported by teachers, ended the collection. What has changed since then? In my view very little that is relevant.

What I think has has happened is that the black community's frustration has reached a point where they will grasp at any straw in the hope of climbing to the position they rightly believe they should hold in society, i.e. one of equality. They have seen that discrimination has perhaps increased rather than lessened; that unemployment of their youth is disproportionately large; that educational attainment has been disappointing. They conclude but only increased aid specifically for black pupils can counter these trends.

I believe they are wrong to press for this and that white teachers and others are wrong to support them in it. Wrong for two reasons: first, I believe the disadvantages I have just mentioned can be cured only by a more fundamental change—education of the population to counter racial bias; secondly, the discrimination they experience is but a particularly nasty and extreme example of the discrimination which is and always has been known to the poor and downtrodden in our community, whatever their racial origin.

Were the black pupils we have in school today to be the children of well-to-do professional people from Hampstead or Bournemouth the collection of statistics would not be considered. It is because they are the children of residents of Kilburn and Brixton that they are thought to need help.

When the first waves of poor Jewish refugees came here from Eastern Europe and settled in the sweatshop areas of Aldgate and Stepney one might have pleaded for the same kind of positive help for them. But today Jews, although still much discriminated against, are not included in the categories said to need this help. They have, largely, improved their socio-economic position so that they do not believe that extra help to schools will be of assistance to their children. What is more, they would certainly object to being pinpointed by the schools as being a particular problem group. So, too, I believe, should today's ethnic minority groups utterly reject such discrimination.

Certainly considerably more aid should be directed towards the areas and the schools which have in them a high proportion of poor (which must mean variously deprived) children, since their education is thus rendered more difficult. I believe there to be an almost 100 per cent correlation of black communities with poor urban communities. By guiding help to the latter areas one would automatically be helping the former, but along with poor white child what's wrong with that?

Some help has already be ted to socially deprived inner-city areas (again clo ted) but additional help needed in order specifically isfy the awareness of the community that their nee particularly great.

As head of a school with high proportion of children of Indian origin I become incre convinced that any problem in my school cannot be rel blackness but are related disadvantage, and the Ca children are particularly that, since they are among est section of the communit

The difficulties they may teachers are the same one largely, as those caused by working-class children in the socio-economic group. Their are no less concerned and sible in their attitudes than parents of white children indeed I sometimes find some latter to be the least helpful parents.

There is no hope for this if it cannot progress towards ful and positive integration kinds of people and any which tend to divide people basis of characteristics they born with must hamper that gration. The collection of fi which pick out such groups as in some way, a nuisance should resisted by us all, but partic by the black community.

KEN RUDGE,
36 Beechwood Avenue,
Richmond, Surrey.

See Talkback, page 31

Inequality in the community

Sir,—Caroline Benn wants to have her cake and eat it. In her letter (November 11) about the Labour Party's attitude to parental choice she says, in successive paragraphs: "Local authorities have to promote the education of all children equally. . . . There is genuine concern that legislation in the form proposed could exaggerate, rather than reduce, inequalities between schools . . ."

"Lastly, there is the positive side to admissions procedure which many local authorities are developing, and which any new national policy could well wish to recognize (but the proposed legislation did not): the growing wish to build up strong support for schools as centres of their respective communities."

Can she fail to realize (surely not) that in increasing the local community aspect of schools one inevitably exaggerates the inequality of intake, at least in many parts of the country?

There are strong arguments in favour of schools which have a full range of ability and a good social mix, and other strong arguments in favour of community schools. But it is not realistic to suggest you can achieve both at once, particularly in the big cities. Either you plump for one solution or the other, or else you put up with some form of rather messy compromise.

To use both arguments at once as reasons to limit parental choice appears to be not entirely straightforward, to put it no stronger.

J. I. BAUSOR,
5 Longcrofte Road,
Edgware HA8 6RR.

Barriers for the keeping

Sir,—Any scheme on the lines suggested in the article More of a Screen than a barrier? (November 11) for associating independent schools with the state system could affect at most only a tiny minority of pupils, and probably not those most in need of an escape route from a bad school.

Furthermore, such a scheme would greatly damage many comprehensive schools at last getting on their feet, by branding them as second rate. The positive benefit will mainly be to ease the consciences of many well meaning people who teach in independent schools and just cannot bring themselves to take the plunge into stormier waters.

This is not said in any censorious sense. I know from personal experience just how hard it is to leave the excellent working conditions and pleasant life available at some of the better public schools. Nevertheless, my advice to anyone in an independent school anxious to help the state system is to join it, provided they think they can cope, and many have found that they can.

No amount of tinkering with assisted places and the like will do anything at all for most pupils in most state schools. Furthermore, very many comprehensive schools are in fact already providing an education which is very much better than the critics of the system would have others believe.

D. KENNINGHAM,
Headmaster,
Cheney School,
Headington,
Oxford.

This sporting dream-life

Sir,—I am a member of the Gt. Yarmouth Sports Council and your article "Middle classes Scoop pools" (*TES*, November 11) interested me very much.

The report on recreation in inner urban areas published by the Department of the Environment states that when an unnamed project worker went to kids and asked what ideas they had for their leisure time, they were devoid of ideas.

I do not agree that young people are devoid of ideas as, recently in Yarmouth, the Sports Council had a competition for young people. They had to write an essay on "A dream becomes reality"—based on relating a dream, in which they had been using the facilities of a sports complex—to a rich uncle who made their dream become reality. Yarmouth does not have a sports complex.

We had a wealth of ideas from 10-year-old children upwards, and one school made it a school project with intricate maps of the sports complex.

Our sports council is starting a junior section so that ideas can come from them as to what they want in recreational facilities. It would be interesting to know whether regions differ in their recreational needs.

P. ECCLESTONE,
40 Well Street,
Great Yarmouth, Norfolk.

Failings, yes failure, no

Sir,—It is unfortunate that both in prior publicity and in Roland Wi cock's article (Cooperation separation? November 4) the of "failure" should be attache the work of the West Oxford Centre of Advanced Education.

Admittedly, too much attempted in too short a time sixth forms were established fr comprehensive roots, and the ini efforts at joint timetabling w fraught with difficulty at a when schools were still coping w reorganization and the need establish a stable foundation in lower part of each school. It is true that there is a fundame contradiction between the auton of the separate establishments the need for a central direct agency aiming simply at "ratio sation".

But to use the word "failu suggests that for the last few ye 16 to 19-year-olds in West Ox shire have been in some deprived. On the contrary, have had both a wide choice subjects and a choice of envi ments in which to study.

The lessons learnt in the 1972 period have been remembered recently as new joint timetable pr posals have become operatio within Witney—involving not simply "fringe" subjects but the funda mental core subjects of mat matics and French. Further, the realization that the distant sch could not participate in joint ti tabling because of distance a time factors has not prevented ful and ad hoc arrangements individual students.

It should be remembered that association we have achieved breadth of opportunity, and a com mon policy for 16 to 19 develop ment within the area. There is real choice for our youngsters and It is significant that the proportio of both school and college recru ment has increased. Above all group of heads and a principal appointed into this situation working together to overcome problems of shortage of resou and with long awaited support the l.e.a. We are confident the coming years can become period of success from educa and economic viewpoints.

R. E. BROOKIN,
Bartholomew School, Eyn
P. J. DOWNES,
Henry Box School, Witney,
D. GLOVER,
Burford School, Burford,
M. E. OUTLAW,
Wood Green School, W

More opportunity for equality

Sir,—Those of us who are concerned with the role education can play in combating discrimination against women in society will be appalled by the suggestion reported in the *TES* (November 4) that the education section of the Equal Opportunities Commission should be abolished and its powers handed over to the DES. There needs to be strong opposition to this apparent proposal of the Home Office and there are a number of reasons why educationists *should* enter the field on the side of the Commission and against the Home Office and the DES.

First, one of the key features of the Commission is that it is independent of any Government department: it can and does criticize the discriminatory practices of government. There is no reason why the DES should be any more protected from such criticism than any other Government department. It is hardly likely to criticize itself.

Secondly, education and equality in its provision are crucial elements in the achievement of equal opportunities in work and social life. Without the improvement in educational opportunities for women and the extension of nursery provision which will allow them to take up these opportunities, the goal of achieving equality at work and in society will remain a token aim only. The Commission's work on education is therefore integral to its general remit.

According to your report the DES feels that because further education grants are discretionary there is nothing it can do about the rank inequality in the further education and training of women. It would be a bitter irony, and a retrograde step for women's equality, if a Department which thinks in that way were to absorb and stifle the work of the Commission on education, particularly as this is precisely the kind of area in which the EOC has adopted a very positive attitude.

Thirdly, the Department has hardly distinguished itself by its contribution to the campaign for equality. In fact in some major areas it has acted in a discriminatory way. The Department is, to say the least, ambivalent about the development of nursery education: witness the recent joint Department of Health and Social Security-DES circular on the subject. And, to quote another example, the DES has not yet come forward with proposals to remedy the effects on educational opportunities for women of the Department's reduction in teacher education, the only form of higher education in which women have outnumbered men students (by more than two to one).

Further, the contribution of the Department to the debate about the education and training of women and girls has been negligible even though, as far as day release is concerned, men outnumbered women students by nearly five to one. By contrast the Commission has commented forcefully on these and other issues. Indeed most major initiatives on women in education have come from agencies outside the DES. For these reasons NATFHE would vehemently oppose the abolition of the EOC education section.

STAN BROADBRIDGE,
General Secretary,
National Association of Teachers in Further and Higher Education.

Uninformed on computers

Sir,—Your correspondent Mrs K. Hennessey (*TES* November 4) should surely not speak so authoritatively concerning a project about which she clearly knows very little. Her comments on the Computer Assisted Learning in Upper School Geography (CALUSG) Project were wide of the mark. She lists several questions that a proposed project should measure up to, and suggests that CALUSG does not. In fact the project she has chosen to criticize has worked with exactly her own criteria in view.

Mrs Hennessey's first questions are: "What can the school afford?"—CALUSG materials will be published in small self-contained units at reasonable cost. "What fits into the curriculum?"—CALUSG units have been planned in consultation with teachers and with close reference to A level syllabuses.

"What can the teacher reasonably cope with?"—CALUSG units have been planned and revised to ensure they can be used in normal school lessons. Her other questions could likewise be answered if space permitted.

CALUSG does not rely on interactive work, nor does the user need access to a computer. This seems to have escaped Mrs Hennessey's notice. Her single sentence quotation (out of context) obscures the fact that the mainstream of the project's diffusion is not through l.e.a.s but through normal textbook channels. Nor is the project being "disbanded".

ROGER ROBINSON,
Project director, CALUSG.

'All this work experience stuff—if you ask me they're making us old before our time.'

Not the very model of a modern army officer (Rtd)

Sir,—Aristides (*Break*, November 4, 1977) casually comments that we, the readers of the *TES* will assume that he who says "the National Front seems to me the only party in the country that puts Britain and the British people first", will turn out to be a "middle-aged ex-Army officer". I would not have made this assumption, but then I am myself a middle-aged ex-Army officer.

From my experience as an officer and teacher of officers I would expect, if I were rash enough to generalize, the ex-Army officer to say that Britain is bound to co-operate with other countries in the world in order to meet the challenges of this uncertain age in which we live: an opinion which the National Front would reject. I would expect the ex-Army officer who has doubtless served in Germany and other Nato countries, to take a positive attitude towards the Common Market, an attitude which the National Front cannot accept. I would expect the ex-Army officer who has certainly served in Northern Ireland to have a wide and charitable understanding of the rights of minorities in the United Kingdom, an understanding for which the National Front is hardly noted.

Of course, Aristides was only making his little joke; but it is a joke of which, for personal reasons, I am beginning to tire.

RALPH ROCHESTER,
Major (retired),
Exmouth, Devon.

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Scandal of the empty beds

Sir,—Your article of November 11 about Service children and maintained boarding schools draws attention to a scandalous situation which has gone unreformed for far too long. It is a matter of wide regret, and not only in the schools concerned, that so many maintained boarding schools are either forced to close their boarding houses, or to have beds empty which could be filled.

At the same time, as Squadron Leader Parsons of the Service Children's Education Authority shows in the article you refer to, there are large numbers of sons and daughters from Service families who would like to fill those empty places in maintained schools.

The only obstacle is the so-called "out-county" rule by which the authority maintaining the boarding school requires the payment of the equivalent of a tuition fee from the authority in which the parent resides. A mere lack of sympathy on the part of the "home" authority is enough to frustrate the chance of the child having the boarding place he needs, and no child has a more readily demonstrable need for boarding than the son or daughter of a Serviceman.

This is not a new problem. It was exerting its malign effects on the lives of parents and children as long as 20 years ago, when I was head of a maintained boarding school in Lincolnshire. And yet it could easily be solved, as Squadron Leader Parsons suggests, by charging the tuition costs of all Service boarders in maintained schools to a national "pool", apportioned among the local authorities pro rata. Boarding is a national matter, not a local one. Maintained boarding schools are not spread evenly, and many local authorities have none at all, so there is everything to be said for the schools having a more than local catchment area. But, most important of all, the chances of a child who needs boarding receiving it ought not to rest on the accident of place of residence.

Who will take the initiative? Either the Department of Education and Science—or the Council of Local Education Authorities—could do. One or the other should do so.

BRUCE H. McGOWAN,
Headmaster,
Haberdashers' Aske's School,
Elstree, Herts.

Carry on fighting, Mrs W

Sir,—I find it surprising that a journal supposedly devoted to the education service should think it right to attack a Secretary of State for Education because she has fought inside the Cabinet and outside to defend the service she is responsible for from the depredation inherent in the farraginous financial arrangement called the Rate Support Grant.

The education service was united 20 years ago in resisting the change from percentage grant to the present block grant—even the *TES* supported us—because we recognized that in times of stringency other local government services would pose a threat to the education budget. This is precisely what has happened.

It really is a nonsense to demand that Mrs Shirley Williams take initiatives on improving the quality of the teaching service if she is not allowed to urge that the resources she has won within the Cabinet cannot be guaranteed for the purpose she got them for. It is becoming increasingly clear that the freedom you support for local authorities to "plant trees or pay councillors' expenses or build up reserves" with money obtained from central government for education is a real threat to us all. "Freedom" for local authority financial autonomy is too high a price to pay for a deliberately impoverished education service. It is clear on whose side the *TES* is.

TERRY CASEY,
General Secretary,
National Union of Schoolmasters-Union of Women Teachers.

Educational euphemisms

Sir,—Any English teacher in search of examples of euphemisms can always turn to the writings of those who advocate selection in education, but who do not like to say it in so many words. Anyone who glanced at the article by Eric Anderson and Vernon Bogdanor (More of a Screen than a Barrier, November 11) would have surely been overwhelmed by the numerous ways in which the less able child, and what he or she ought to be doing in school, was described.

This call for "diversity" in the curriculum is of course nothing short of a call for different kinds of education for different types of children. It is based not on a rational view of education and the curriculum, but on personal prejudices and arbitrary statements.

Both the recent *TES* and NAS/UWT surveys of teachers' views are cited in support of action on standards and the performance of the more able in comprehensives. No actual evidence however is referred to. Can the subjective and prejudicial statements of teachers form any rational basis for curriculum planning? This, coupled with such unprovable assertions as "local opinion is itself a positive good" do not convince me that the writers have evolved their thesis along philosophically sound lines.

The justification for choosing a curriculum at all, let alone at the age of 14, is doubtful. Who is to choose? Parents cannot be expected to be objective, the pressures of industry and society lure the child away from an academic education, and the child himself is surely not mature enough to make the right choice either. Should choice therefore be available.

The biggest argument against selection at 14 is its obvious consequence: a return to the tripartite system, albeit a shorter-lived one than before. A further consequence is that at the very time that more flexible timetabling arrangements and experimental work can go on in secondary schools (in the 11-14 age range) pupils would be crammed for a 14-plus exam. After this, those who failed would be put on those courses "involving a technological and mechanical element", which are hardly difficult to imagine.

Surely the sort of curriculum described in a *TES* article by George Walker (*How Common can you get?* September 26, 1975) based on the philosophy of a liberal education is the only rational way of arranging the secondary curriculum. Here all pupils are involved in a number of essential subject areas, and the flexibility to cater for varying abilities and interests is within these areas. Only in this way can we ensure that all pupils are involved in those key areas of knowledge and understanding which we consider important.

PAUL FARMER,
Head of Faculty of Communication Studies,
The Stoke High School,
Ipswich.

Eyeopener into working of MSC

Sir,—The recent investigation by the Public Accounts Committee into the way that the Manpower Services Commission was running Job Centres was an eyeopener into the way that the organization works.

It would seem essential, therefore, that before any further expansion in the Manpower Services Commission's training activities takes place, a full and independent investigation should be conducted into the way it is, at present, running its training activities. This would allay growing suspicion that it is displaying the same "efficiency" within training as it displayed with its management of Job Centres, and it would reassure the public that the vast amounts of money being channelled into it are being well spent.

M. J. ANSTEY,
104 Hale Road, Hale, Cheshire.

See back page

Parallel plans not off ground

Sir,—In the *TES* of November 11 Mark Jackson describes (Chalk dust settles in among the cogwheels) the results of a Franco-German study sponsored by the EEC. He got one or two minor things wrong, e g, the matched factories in Germany and France were not making leather goods. But, more importantly, he said that the TSA was planning a parallel study in a similar factory. This is just not true, nor is it true that the Agency is worried about a premature controversy among British educationists and sociologists. Nor did Marx come into the picture.

I was worried that newspapers and others would get the facts wrong and do more damage than good.

F. CHRISTOPHER HAYES,
Deputy Chief Executive,
Training Services Agency.

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Course Director : David Warwick, M.A., Director of Curriculum, Farnham College, Surrey

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Art for life's sake

How can teachers break down the idea amongst employers that CSE is a second-rate examination? Carwyn Rogers and Ivor Goddard report on a pilot scheme which gives the general public an opportunity to assess children's CSE work for themselves

A debate conjures up the notion that at least two parties are presenting their views on a given subject to an agnostic audience, which is waiting to be persuaded by sound facts and solid analysis that one way is right and the other less so.

The great debate never achieved this as far as standards in public exams at 16-plus are concerned. The ill-informed public still defines a reasonable standard as GCE Ordinary level Grade C (an O level pass, as it used to be). The media, using this definition, blatantly misguides society into panic support of GCE O level, while at the same time consciously undermining the Certificate of Secondary Education.

Yet GCE Ordinary level is designed as an exam for approximately the top 20 per cent of pupils in the ability range in a given subject. If not to achieve O level is to fail, then four-fifths of our pupils studying a particular subject are condemned to failure—surely an absurd notion?

The danger is that if the plaudit of success is given only to the relatively small number achieving Ordinary level Grade C, a class system will be created based on academic achievement, which will be more divisive than any raised by birth or money. No one would deny that certain posts need high academic qualifications and that, considering the national interest as a whole, some form of academic elite is a necessity.

But to concentrate exclusively on an academic standard which by definition can be reached only by a minority threatens to deny the legitimate aspirations of the majority. Is it really beyond our intellectual capabilities to envisage a *system where* each person can be truly *assessed* according to their ability and achievement, and where each employer and institution can decide the level of achievement most appropriate to their needs?

Teachers have noted the growing despondency in CSE candidates in recent years, to the point where pupils see little point in their last years of education. How can a teacher honestly answer a pupil who claims a CSE certificate to be irrelevant to the outside world? This is the more regrettable because CSE courses are often more lively and relevant to these pupils than those designed for O level.

Many teachers recognize that CSE has had a stimulating and rejuvenating effect on the practices and syllabuses of GCE boards. This is well demonstrated in the South-East of England in the subject of art and crafts. In CSE the board's assessment criteria concentrate on creativity and imagination, so that artistic technique is pursued in the course, not as an end in itself, but as a medium through which the pupils' creative faculties can be expressed.

For the final grade award, each candidate presents five pieces of course work, which are considered together with one piece of work produced under formal exam conditions. This portfolio assessment for each child means teachers do not have to confine themselves to the pursuit of a high standard in just one medium.

Pupils are free to work in a variety of media, and many teachers argue that this is educationally more valid than concentrating on the pursuit of perfection in a particular medium or technique. Nevertheless, pupils and teachers are free to specialize if they wish without reducing their chances of success.

As a preparation course for higher education, many teachers argue that CSE art is a much more strenuous course to follow, purely because it has no boundaries or prerequisites. To do well the pupil must impress a body of teachers currently teaching the subject. Because of the fluid nature of the CSE course, many art schools prefer their foundation students to be top CSE material rather than holders of a GCE O level certificate. Some secondary school art departments report that their best A level students are CSE graduates.

Dennis Risfuy

To the Art world, therefore, and to most techers, the course certainly does not need selling—although the latter are often caught between their knowledge of what is educationally most relevant, and the pressures of parents, and sometimes head teachers, for entry to what is sometimes considered the more prestigious Ordinary level exam. The ironic part of this pressure is that it is often considered more difficult to obtain a CSE Grade 1 pass than it is to obtain an Ordinary level Grade C in this subject, because the demands on the pupil are greater and wider.

But however valid the course, if non-O level courses are generally depreciated by society, pupils on such courses can often lack motivation. What is the point of their striving to achieve the best standard of which they are capable if the outside world has already dismissed that standard as being unacceptable, without even seeing the type of work produced?

In an endeavour to circumvent some of the prejudice against CSE courses, and to increase the motivation of CSE candidates, an initiative was undertaken in Kingston upon Thames this year over the CSE art and crafts exam.

The normal practice of the CSE board is to hold assessment meetings with teachers under the guidance of two regional moderators, at which each candidate's portfolio is considered. The portfolio, however, is only leafed through by the assessors; other than in cases of dispute, it is never displayed. As far as candidates are concerned, it is taken away one day and returned the next. They are hardly aware that the assessment has taken place.

In Kingston the CSE candidates were told early in the course that their CSE work would form part of an exhibition. Preconditioned by society to their own mediocrity, they could not envisage that anything they might produce could be of interest to anyone outside their immediate circle. When teachers managed to dispel this incredulity, the pupils worked with new motivation. A boost had been given to their pride.

The Kingston Polytechnic made a hall available, and for every candidate entered for CSE art and crafts from a Kingston school, four pieces of work out of the portfolio were displayed. The exhibition was thrown open to the public, and for two days there was a constant stream, not only of teachers and future candidates, but also of parents, employers and others from the locality.

The range of work was incredible. Delicate water colours and drawings hung next to pictures eight foot high. Fragile pottery stood alongside creations in concrete, wire and plastic. The work represented nearly every mode of accepted artistic expression.

If the influence behind many of the ideas in these works of art was obvious, a number were capable of surprising and stimulating the most cynical observer by their originality, creativity and maturity of technique. Everyone—perhaps most of all the candidates themselves—was able to appreciate the wide range of ability for which the exam was able to cater.

Employers were specifically invited to see for the first time in this subject the meaning of the grades awarded by CSE. They were able to appreciate that much of the art work which they could buy in shops, and with which their homes are probably adorned, might be well below the highest standards achieved in CSE.

For the pupils the exhibition was the realization of the promise made to them by their teachers a year before. More than this, they could see that the outside world did take an interest, that their work did have some worth, that their certificate would have some meaning.

Following the two days' open exhibition, the normal CSE assessment meeting was held, each candidate's six pieces of work being considered. Many would argue that the assessment was more valid because four of the pieces were displayed. Art, after all, is usually judged in this sort of environment, not within a portfolio.

The teachers and organizers of the exhibition had to work hard. Undeterred, their ambitions for next year are even greater. Why display only four pieces of work for each candidate, when the portfolio consists of six? In this first year it was a lack of display space which determined this.

Investigations are now being made as to whether sufficient money can be found next year to provide the display boards required for every school in the borough to display all the work of every candidate. If £500 can be set aside, it is possible that next year Kingston schools will set a precedent which the other parts of the South-East Board's region will find impossible not to follow.

The relevance of a CSE course is being demonstrated to the general public. They are being shown that excellence can be demonstrated, and that there should be a proper pride in such excellence. They are also being shown that the work of a much larger proportion of the pupils is worth while, and that it is wrong to dismiss them as failures. To the teachers it was just reward for their undaunted faith in a generation.

The display or presentation had one undeniable quality—an honesty which could not be hidden or misrepresented. It showed not just the qualities of the few but the true nature of our society—one of mixed ability, but one in which everybody has a right to succeed.

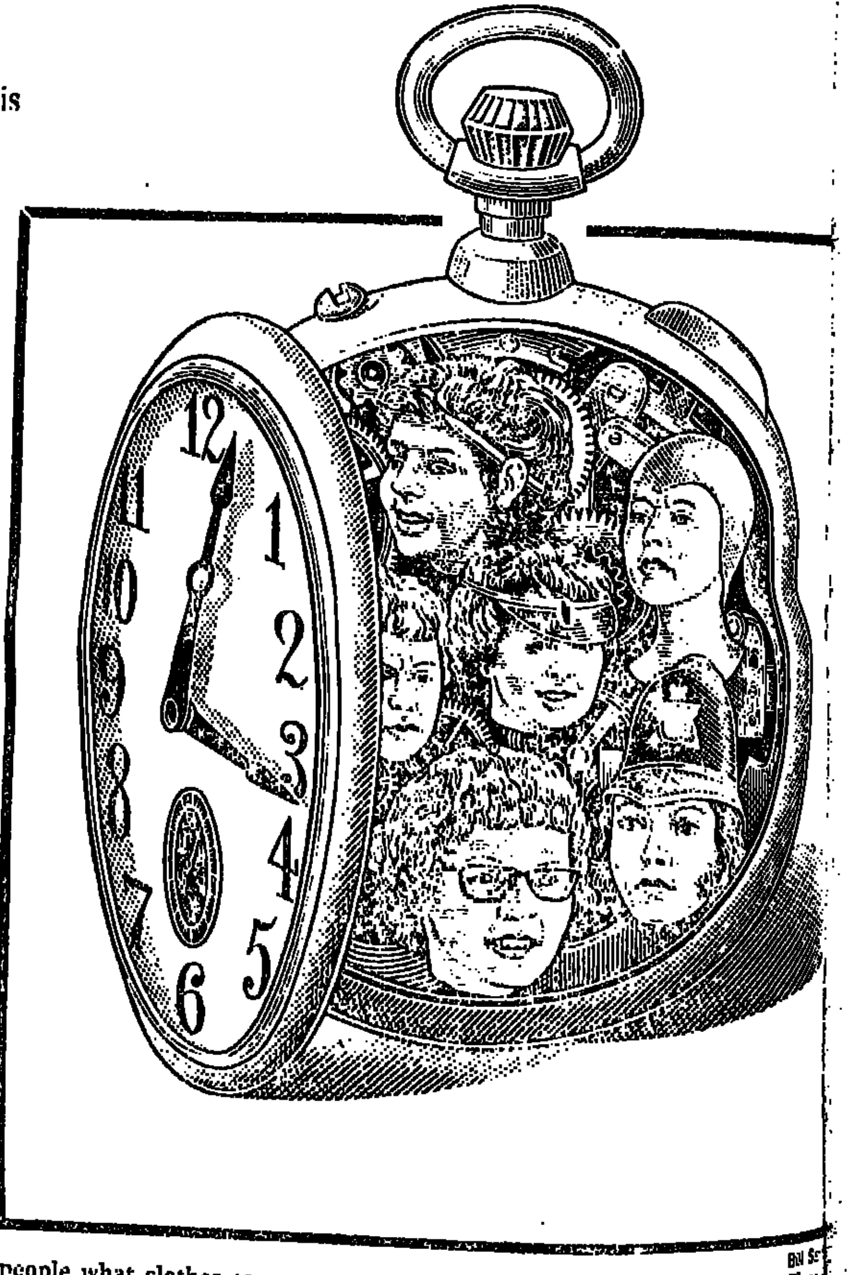
The scheme has shown that, whatever the differences between pupils in ability, there is no need to set up an academic class system which highlights the few as successes, and dismisses the remainder as failures. The course and the exhibition have encouraged each pupil to realize to the full his or her potential. That surely is what education is about.

Carwyn Rogers is head of art at Richard Challoner School, Kingston upon Thames, and teacher representative on the art panel of the South-East Regional Examinations Board. Ivor Goddard is examinations officer of the same board.

Pupils at Richard Challoner's School at work on this year's CSE course.

Not quite proper

Penny Blackie argues that the need for teachers to assume several roles is a major factor in the stress that goes with the job



I was talking recently with a group of fourth-year boys—the girls were at a talk on sex education. The boys were bemoaning that they were not there, too. "Trouble is, Miss", said one of the boys, "school doesn't teach us anything we really need to know".

Pursuing the notion of building sex education into the curriculum, I asked whether they would not be embarrassed to talk about sex with a teacher they saw around all the time. "Well, yes, maybe", said the same boy, "but perhaps we need not have a teacher—perhaps we could have a proper person".

I am beginning to believe that it is almost impossible to be both a teacher and a "proper person". It has taken me 12 years to be as sure as I am now, and it might take a few more to be absolutely sure. However, given the choice, if that is a choice, there is no question as to which I would rather be. That is why I think I shall probably give up teaching in two or three years.

I shall not really want to. I enjoy being with and working with young people, and learn new things from them all the time. I get a great deal out of reading and talking about literature with students of all levels, and out of our mutual struggles to write.

I even surprise myself by enjoying a large part of the organization of a major department. I also value the weeks out of school (some people call them holidays), and the freedom and space that gives me to decide what to do with my time.

I teach in a large, well-run, rural comprehensive. It has few of the problems normally attributed to comprehensives. It has few "difficult" kids, very little ill discipline; it is often pleasant to be in the classroom, not something to be dreaded or "faced".

Because it is a large institution and efficiently organized, there is a lot of paperwork, and the staff seem to work hard. It is a good-humoured staff, with little of the bickering and tension I have met in other schools.

However, in spite of the supportive and friendly atmosphere, there is still a great deal of pressure. It comes from the expectations we have of each other (and ourselves) and the demands we constantly make on each other—so that there are no slack times; there are always more things to be done than time allows; we never "catch up". At the end of each term most people are genuinely exhausted.

Yet my own exhaustion is partly my fault. I set myself high standards, often unreasonably so. I am unhappy and dissatisfied if I do not perform a task as well as I am able, even if it is something I do not wish to do. I am constantly exercised by my inability to say "No, I won't do that", or "That'll do", or to postpone putting new ideas into operation.

I have known for some time that I do not want promotion in schools—I do not want to be a deputy head or head, nor a teacher trainer. And although I enjoy being a head of department some of the time, I do not fancy doing that for another 27 years.

Why can't I be a "proper person" in teaching? I think one of the main reasons is the built-in schizophrenia of the job, the permanent conflicts. Talking casually with a couple of fifth years, it emerged that I'd been to a local pub.

"What? You go to pubs, Miss?" said one, in total amazement.

"Certainly I do", I replied, "quite often."

"How often?"

"At least a couple of times most weeks."

"You mean to say . . . you mean . . . that you go to pubs . . . with your friends . . . to pubs . . . just like ordinary people?"

Now, I'm fairly sure that an "ordinary person" is not quite the same thing as a "proper person", but I am quite sure that teachers are not usually reckoned to be either. Not, perhaps, in quite the sense that that student meant (after all, there are still kids who don't imagine teachers having any personal life outside school), but in a real and chilling sense nevertheless

There is much talk, and a certain amount of factual information, about stress among teachers. There is a high incidence of mental illness and nervous strain. It is generally recognized there is a good deal of pressure in the job. An analysis of the stress I experienced suggests that some of it at least is caused by unresolved conflict.

There are two main strands to that conflict, one easier to deal with than the other. The first is the number of different and often explicitly contradictory roles teachers have to fulfil. I have listed the various roles I will normally be expected to take on in a not untypical day (see opposite). These roles are not substantially different because I am a head of department; most of them are the same for all teachers. Many are also the same for other non-teaching jobs.

The roles are fairly standard for management jobs. But how many students choosing teaching as a job think of it as a management job, managing people, and are aware of these roles and their effects? I know I didn't when I started. Managers get where they are by promotion and choice, and if they also manage people, those workers are (in theory at least) usually free to work somewhere else should they want to enough.

As teachers, we have to take on management roles towards students who do not necessarily choose to be at school, who are not paid to be there, and who are not free to go somewhere else. I believe this is a great underlying pressure on teachers.

It is not so much the fact that teachers are expected to perform these roles that disturbs me, so much as the pressure it places upon us when we have to adjust between them. The conflict can be considerable at a personal level. For example, if I do not believe I have the right to tell people what clothes to wear, and I work in a school that has a uniform, and if I have to reprimand a student for not wearing that uniform, I am facing a conflict of personal integrity.

Changes of role occur frequently; one can have to switch five or six times in half an hour. No wonder children, who value consistency in adults, think we're not "proper" people. This vacillation (from shouting to consultation to joking to advising to explaining to warning) confronts us with contradictions in our lives and personalities which are difficult to sort out, but which we feel.

We all know teachers who are mild, gentle people, but who can be raging viragos in the classroom. What does this do to us? Why is there so much mental strain among teachers?

Is it because the "little horrors" are too much for us, as is commonly supposed, or is it that the "big horror" is too much—the horror of being so confused by the contradictions of our daily lives that we end up not knowing who we are?

Many times, in the quiet spaces, I find myself wondering how I could have made that decision, how I could be satisfied with that, how guilty I feel about something else. The teaching profession is being blackmailed by guilt. The guilt inside the school—that by no something you are letting some down; that by being ill you are a colleague to lose valuable non time by doing your work for yo

There is the guilt about the un kids you reject every day—kids w to chat or need help, and then not time or energy or strength. also the guilt induced (deliberate the great debate, and all at rand non-teachers, including Shirley Willi who are telling us we cannot do our

Perhaps we can't—but not fo reasons they suggest. Perhaps the reason why I cannot be a "propo son" is because "school does no us anything we really need to k This, I believe, is the other main of conflict, and hence of press stress in teaching.

Who decides what students " know"—teachers, examining employers? Where, in the great has there been any discussion about what education is for, wha are for? How are the aspiratio pupils and the families from w come taken into account when riculum is planned?

Most teachers are middle cl

pupils are working class. What should we do about the gulf that exists because we do not take account of that difference? Are the education cuts going to have more effect on the middle class or the working class? And what will be the nature of that effect? How are the cuts going to affect the kind of teaching we do?

The great debate has not asked these questions, let alone answered them. But the questions do not go away. I do not ask them as openly as this too often, even of myself, because they highlight the gulf in a frightening way. That gulf is also being pushed wider and wider apart by the cuts, by the "standards" debate and the rearguard action on the curriculum, by the qualification chase. With that kind of abyss at my feet, how can I be a "proper person"?

Perhaps, in two or three years' time, after 15 years in teaching, I will have the courage to find something else to do which does not place me in constant opposition to myself, feeling that what I *am* doing is not what I should be doing. Perhaps I could find a job that does not make me so tired and irritable that I take it out on those closest to me. I hope so; but I will miss the kids.

Penny Blackie is head of English, Churchill School, Bristol.

8.20 Arrive after half-hour drive.

8.30-9.00 Get ready for day. Banda poem for lesson (reprographic assistant). Advise colleague about a lesson (adviser). Attend five minute staff meeting.

9.00-9.30 Tutor sixth-former on future career (careers adviser). Take register (attendance officer). Reprimand student for being noisy in library the previous day (policewoman/probation officer). Try to cheer up someone who is depressed (counsellor). Attend assembly.

9.30-10.45 Class time: various functions (teacher, actress, guide, adviser). Shout at noisy group (policewoman). Interruption: timetable query (administrator). Interruption: where are some books? (resource provider).

10.45-11.05 Coffee break. Consult with or be consulted by three people on matters of tutoring, administration, and discipline (general).

11.05-12.20 "Free" time. See bursar about orders and capitation (planner). See parent (counsellor). Set exam paper (examiner). Type minutes of meeting (secretary). Arrange theatre visit (organizer).

12.20-12.40 Lunch in staffroom.

12.40-1.00 See student on teaching practice about a lesson (teacher trainer).

1.00-1.30 Swimming pool duty (lifesaver).

1.30-2.40 Sixth form class (tutor).

2.40-3.15 Watch student teach (teacher trainer).

3.15-3.50 Class in library (librarian).

3.50-5.15 Meeting with primary school heads (liaison/consultative).

An affair of the heart

Derek Hamilton, a Canadian
teacher, worked regularly last year
in a London comprehensive while pursuing his postgraduate studies
How did he find the system
compared with his own?

What impressed me most about London schools was the riot of things that is likely to be going on in them at any time during the day. Set this against my experience in my small home town in Eastern Canada, and you will see what I mean.

Critics often unkindly say that in Canada the same thing is likely to be taught at the same time to the same grade throughout an entire province. Theoretically, the argument goes, the last "nevermore" of *The Raven* should toll through every grade IX classroom of the Province of New Brunswick at approximately the same time.

This argument isn't true any more, but there is enough truth in it to suggest the starkness of the difference that I see in London schools. Take the absence of emphasis on an academic grading system. In most of Canada a child's schooling is divided into neat packages of one year's duration each. At the end of each year of secondary school pupils are assessed, and either promoted to the next grade, or failed and held back to repeat the year with a newly promoted class.

This masterpiece of bureaucracy ensures that only the pupils who have done the things they ought to have done get to the higher grades of high school. Imagine how this affects the make up of those senior grades, and what great power the idea of failure exerts. Imagine also the dismay and chaos that can reign in those lower grades, where the failed pupils finally settle like human sludge to wait out their time until leaving age. Pupils may be acquiescent, but they have ways of getting back.

Of course it is not all sweetness and light in London, and I do not know which of the two imperfect systems works better. British fifth year classes, especially, are prone to have members who have years since lost track of what is going on and who frequently bring class progress to a halt with outbursts of anger and frustration. Discipline often seems to be a problem, and at least in small measure, the egalitarian approach is to blame.

For despite ungraded classes and the lack of emphasis on exams, at the end of every pupil's school career lurks the spectre of O levels or the CSE papers. And at least in some schools O levels are valued so highly that those who are relegated to write the CSE papers must feel that they have, somehow, failed before they have begun.

In Canada our problems are more neatly swept under the rug. *With so many* exams in secondary schools, pupils are allowed to establish the habit of failure early. Thus the school is given an excuse for its inability to teach some pupils—after all, they have been failing for years—and the pupils are themselves confirmed in their opinion that they are stupid.

Of the two approaches I favour the British, if only because it allows for the odd pupil who, for some mysterious biological reason, develops late. Besides, what in the world is the use of failing a pupil in English because they hated *David Copperfield*, and then forcing them to do it again?

What I find harder to assess is the profusion of types of schools—comprehensive, grammar, secondary modern, public and private—and the kinds within the types, ranging from very good to very bad. I am referring to schools which are funded in large part from the public purse, and this is what baffles the North American mind.

For us, things which are publicly funded tend to adopt what Nixon called a low profile and be coloured a bland Civil Service grey. This is a perfectly natural if depressing fact, as these public institutions are at the mercy of those with the energy and inclination to complain to the Minister of Education.

Naturally there are variations within this system, but by and large a public high school in Vancouver will be quite remarkably similar to a public high school in St John's, well over three thousand miles away. The only notable exception to this is in Quebec, which indicates that perhaps there is hope for us yet.

The whole British tradition is different and a good deal older than ours, and is changing quickly. But I am still astonished at the profusion of sheer differences: schools with corporal punishment, schools without; schools with uniforms, schools without; schools which are almost ponderously democratic, schools which make career decisions on pupils' behalf in a totally arbitrary and peremptory fashion.

The richness of these types is both good and bad, but the simple fact is that parents often do not know what to expect when they send their child to school. How, for example, are the candidates for O levels and CSE exams selected? Are parents and pupils consulted? Is there a *fund of objective evidence on which the decision is made?*

In many cases the answer to these questions is yes. But in too many cases the decisions are made by default, with reference more to the teacher's prejudice than to anything else. When I see some of these excesses of such a mixed system I lose my nerve, and long for my own Civil Service grey one.

In London the teachers' approach to their work seems to be much more individual and personal than in Canada. This attitude is, for better or for worse, mirrored in the different teachers' unions, which seem to be nearly as profuse as the types of schools. As a result industrial action tends to be fragmented and spotty.

In Canada the unions are monolithic, and are much more in control of the head than they are here. When contracts are being negotiated there are an increasing number of works-to-rule, and strikes affecting hundreds of thousands of people. Living in London has convinced me that this need not be the case.

I am not advocating small fractious unions which work at cross-purposes. But I do think that diverse associations allow more for individual differences and preferences. In Canada too often pupils are used as chips in a ruthless game between a huge union and a provincial government. There may be those who would like to have it so here. But their chances for success are a lot less than they are in Canada.

I don't want to sell by own system short. In some ways it is the equal and even the superior to the one I have seen here. But after a year I am drawn strongly to what I have seen in London schools. I think that teaching in London is an affair of the heart. It must be. How else can one explain how so many teachers daily face the size of the problems that they do?

In one ILEA school I worked with immigrant pupils whose background and upbringing was so different from mine that I could only guess at what it must have been like. And yet regularly teachers must attempt to teach these pupils whose cultures often exclude each other, as well as the teacher.

It is here, at the intersection of the demands of the school system and the needs of the pupils, that I find so much to admire in the creativity of London schools.

Derek Hamilton teaches in a secondary school in Rothesay, Canada.

Multiple vision

Isabel Hilton on some new books about China

Richard Gre

China after the Cultural Revolution: Politics between two Party Congresses. By Jürgen Domes.
C. Hurst and Company £6.50. 0903 98343 5.
China: The Impact of Revolution. Edited by Colin Mackerras.
Longman £3.50. 582 68669 5.
Mao Tse-tung in the Scales of History. Edited by Dick Wilson.
Cambridge University Press £10.50
521 21583 8. £3.50 521 29190 9.
Mao. By Peter Carter.
Oxford University Press £3.25. 19 273140 8.
About Chinese Women. By Julia Kristeva.
Marion Boyars £5.95. 7145 2521 9.
Comrade Chiang Ch'ing. By Roxane Witke.
Weidenfeld and Nicolson £6.95. 297 773461.

It is 11 years since the Cultural Revolution plunged China into turmoil and cut her off from the world and five years since the Nixon visit set the seal on her opening up. China seemed set, then, for a period of consolidation. Students were back in the classrooms in China and appearing in the classrooms of the West. Delegations came and went. Technical and, to a more limited extent, cultural relations were restored. Whatever battles were taking place in China, they were not taking place in the streets.

But since the arrival of Nixon in Peking in 1972, the changes in China have been, arguably, as important as the changes effected by the Cultural Revolution. The fall of Lin Piao, the restoration, fall and restoration of Teng Hsiao-p'ing, the deaths of Chou En-lai and Mao Tse-tung, the fall of the Gang of Four and the emergence of Hua Kuo-feng with a package of policies which seem to complete the rout of many of the policies the Cultural Revolution sought to establish, have set China on a course which, even in 1972, few would have predicted.

For Western observers, the rapidly changing political situation poses problems of interpretation and analysis that few practitioners of other disciplines would envy. But it is a discipline which itself has developed enormously in recent years. The era of the Cold War distorted not only China's position in the international sphere, but also the perception of China by both scholars and sympathizers. China's friends saw in her the potential socialist utopia which Russia had failed to achieve, while her detractors, pointing to floods of refugees, reports of labour camps and the suppression of intellectuals, saw in China another version of Oriental despotism overlaid with the trappings of 1984.

Since then, ideological positions have softened. Other disciplines have influenced the approach to the analysis of China's political system, access has improved and documents made available by the Cultural Revolution have provided observers with a rich source of material. The consciousness of the problems of approach, however, still pervades many of the books now appearing.

Jürgen Domes, in *China after the Cultural Revolution*, refers to Edgar Snow's conclusion in 1969 that Mao would not accept a seat in the United Nations even if Taiwan were to be excluded. Domes remarks: "This prognosis does not seem totally atypical of interpretations of Chinese politics made by some Western observers, particularly those who claim intimate knowledge of China and the Chinese . . . to this individual a China which was often tormented by the world around it, and whose leaders had taken on the Sisyphean task of demolishing power structures whenever they had begun to take hold of people, must appear as a desirable counter world. Understandable expectations of such a counter world thus become descriptive categories of reality."

Jürgen Domes's approach is quite different and falls into a more recent category of China scholarship which uses techniques originally developed for analysis of the Russian political process. Since, as in Russia, political decision-making in China takes place well out of the public view, the observer relies on the examination of the content of communications, official news broadcasts (often gleaned from intelligence monitoring of the more revealing provincial broadcasts), coupled with an encyclopaedic knowledge of personnel which goes far beyond the interest of the general reader. Domes admits that such methods are subject to error and demand a wide flexibility of interpretation, but insists that, without them, our appreciation of the Chinese political process would be much poorer.

Central to Domes's analysis is the contention that ideology in the People's Republic must be seen as the manipulative instrument for the justification of power politics. "The ideology", he says, "May give some indication of political events, but it is not the key to the understanding of these events." Domes provides a mass of details on the manoeuvring for power at all levels in the PRC between the 9th and 10th Party Congresses which is enlightening to the political scientist, but daunting to the more casual seeker after truth. His short-term conclusions—a prediction that the unresolved divisions between left and right in the leadership would explode again—have been vindicated. In the longer term, the conclusion that politics in China will be determined by bureaucratic competition and compromise with elements of military federalism has yet to be proved, and excludes, as he admits, the possibility that the Chinese people will take a more active role in the process of decision-making.

Entirely different in approach, and much more readable, is the collection of essays edited by Dick Wilson, *Mao Tse-tung in the Scales of History*. The contributors discuss Mao as, among other things, philosopher, Marxist, economist, statesman, Chinese and innovator in an attempt to disentangle and assess his personal contribution to the revolution. They conclude that, ultimately, though he was the author of momentous change, Mao lost the battle to create the China he dreamed of. As Dick Wilson says in his introduction: "Having supplied China with a new orthodoxy, with a new sense of international self respect and with the minimum degree of social change necessary, Mao was, in the end, rebuffed".

In view of events since the Cultural Revolution, it is hard to disagree with this conclusion, but the People's Republic nevertheless stands as his legacy. In many of these essays the authors betray a considerable affection, as well as respect, for the Great Helmsman. He emerges as a philosopher soldier who never lost the idealism of his youth and who was never corrupted by power.

The authors point out several areas, however, in which he failed to achieve his ambitions. Thus Mao as philosopher, in the view of Benjamin Schwartz, is more to be respected for his concrete than his philosophical achievements. Mao as Marxist remains, in Schram's view, closer to the Chinese tradition in his "view of political power not only as the midwife of revolutionary change, but as the locus of the imagination which generates new values and of the authority which now decides what is morally right". Assessing Mao as statesman, John Gittings concludes that, although he maintained an intermittent part in foreign affairs and intervened at crucial moments (in the Korean War, the Sino-Soviet dispute and the opening to the West in the seventies), ultimately Mao was not, nor did he wish to be, a world statesman. He failed, according to Gittings, to reconcile diplomacy with the advancement of proletarian revolution.

The most pessimistic view of Mao's legacy is taken by Wang Gungwu in his essay on Mao as Chinese: "(Mao) ultimately obstructed China's progress by demanding too much of the people. He simply would not settle for steady progress, nor would he leave the matter to inevitable forces at work in history to guarantee success." By definition, a great revolutionary helps the forces of history along a bit, and to Mao the creation of a new socialist man remained to the end a fundamental aim of socialism. It is this quality which most inspires Edward Friedman in this lyrical conclusion to his essay. "Mao's greatest contribution is the countering of the cynicism and pessimism of the century which insists that all our problems are intractable. Mao, by the example of his struggle, communicates the vigour of hope, the vitality of possibility, the vision of justice."

This thought-provoking collection of essays is much to be recommended over another volume, slimmer in every way—*Mao*, by Peter Carter. Fast-moving and romantic in approach, this book suffers greatly from a tendency to over-simplification. Peter Carter repeats many cherished historical myths about China and, though attractively written, his account should be treated with caution.

But the story of twentieth-century China is more than the story of Mao. For a more general view we must turn to *China, the Impact of Revolution*, a collection of essays edited by Colin Mackerras. The book combines factual accounts with a more thematic approach and includes essays on the economy, geography, culture and society and foreign policy. Wang Gungwu also contributes to this collection, with an elegant essay Nationalism before 1949. Colin Macker own contribution on society and culture, 1 to 1949, is a useful sketch of the fa system, its relationship to Confucianism the failure of the Nationalists to mode social relationships. As such, it is more u than his essay on society and the arts to 1974, in which he tends to justify it progress rather than analyse it.

He fails to deal with the continuing p lems of élitism in Chinese education and educational problems created by the Cult. Revolution and he does not touch at all the privileged and protected sectors of educational system. The fall of Chiang Ch and the reemergence of cultural figures graced during her heyday has illumi much of the cultural policy of the sixties seventies, but even at the time of writ Mackerras's position would be seen by m as over optimistic. In general, however, collection contains a mass of useful accessible information.

There are so few books, even now, ab the role of women in Chinese society that o seizes a new one with enthusiasm. Unfor ately, Julia Kristeva's *About Chinese W* does not easily repay the reader's enthusi This emotional account rambles between tory, travelogue, sociology and relig Occasionally brilliant in its insights, the s is finally confused and over-subjective.

Confusion and subjectivity bedevi other book by and about women Roxane Witke's *Comrade Chiang Ch'ing*. This book is the product of a remarkable and littl understood decision by Mao's wife to gi a series of extended interviews to an Am can academic. With the marginal exception Edgar Snow, no foreigner has had the opp tunity to discuss personal history with Chinese leader. The interviews were la used in the campaign against Chiang Ch when she was accused of betraying P secrets to a foreigner. The story which e ges is, as Witke points out, contradictory confusing, but affords a unique glimpse the life of the leadership, partial and serving though the view point may be. C Ch'ing is portrayed by her own recollec as lonely, isolated and paranoid, with a dency to hypochondria. It leaves the r not with the question of why she fell how she got so far.

Arm in arm

David Newsome reviews two recent studies of the public school

Tom comforting Arthur
from the sixth edition (1890) of Tom Brown's School Days

Tom Brown's Universe. The Development of the Public School in the 19th Century. By J. R. de S. Honey.
Millington Books £5.95 860 00056 7.
The Public School Phenomenon. By Jonathan Gathorne-Hardy.
Hodder and Stoughton £7.50. 340 22473 1.

It is hard on both authors when two books on an identical theme happen to be published simultaneously. Such is the fate of Professor John Honey, whose extensive researches on public-school history have now been collated in a scholarly volume entitled *Tom Brown's Universe*, and of Mr Jonathan Gathorne-Hardy, whose success with a racy and disrespectful analysis of the role in society of the British "nanny" has emboldened him to turn to an equally jaunty exposé of the second stage in the upbringing of the English establishment which he describes as *The Public School Phenomenon*.

Mr Gathorne-Hardy's coverage is wider than Professor Honey's, purporting to cover the whole history of the public schools from the early Middle Ages to the political debates of the seventies. Professor Honey confines himself to a single, but significant, century and probes far deeper. Inevitably the same issues are explored by both writers.

It may well be that *The Public School Phenomenon* will score a more immediate success because it is self-consciously more pretentious. *Tom Brown's Universe* will assuredly enjoy more lasting acclaim, just because Professor Honey's researches are so much more convincing and his tone more temperate and less shrill. He has some new things to say about Arnold, defining the limits within which he worked and his surprisingly limited view about the moral evils which *he sought* so strenuously to combat.

A good deal is said about the much-neglected figure, J. L. Brereton, who, with Hugh Fortescue, set in motion an extraordinarily ambitious scheme for County Schools based largely on the public-school pattern. In an excellent chapter, the growth of the community ideal is analysed, with its effect on social values, the emerging concept of the "gentleman", the rise of the games cult and the development of *esprit de corps*.

All these problems are analysed also by Mr Gathorne-Hardy, whose grasp is patently less firm than Professor Honey's, even if his tone is more homiletic and—inexplicably—more assured. Professor Honey has simply read more, and is entirely at home within the vast literature on nineteenth-century educational ideals.

His treatment, for instance, of the influence of classical education benefits enormously from his acquaintance with Dr Robert Ogilvie's study *Latin and Greek*. Mr Gathorne-Hardy, writing on the same issues, seems, by comparison, sketchy and brash, through his failure to consider the insights and arguments of this perceptive book. On adolescent sexuality, Professor Honey writes as someone who has had experience of dealing with the young and who has the historian's instinct to deal with delicate subjects with sensitivity and in relation to the ideas, insights—and blindnesses, too (notably the absurd fears engendered in boys over the practice of masturbation)—of the age he is studying.

Above all, Professor Honey tempers his critical detachment with sympathy for his subject. The modern age is very knowing about sexual matters; it is apt to use clinical terms very loosely, thereby inhibiting people through the fear of being labelled. Arnold would talk to a little boy with the youngster sitting on his lap; schoolboys demonstrated their friendships by walking arm-in-arm. It is one of the ironies of the permissive age that natural expressions of emotion have become inhibited.

Mr Gathorne-Hardy does not seem to understand this. On sexual problems, Dr Kinsey has the last word. Any schoolmaster who ever caned a boy must seemingly have been a sadist; all overt manifestation of male friendship must denote homosexuality, even in an age which admired and encouraged romantic friendships. Why is Kinsey's word so much more telling than John Dancy's (with all his first-hand experience of boarding-schools and their problems)? How can Mr Gathorne-Hardy be so sure?

Tom Brown's Universe is serious and weighty—perhaps rather more weighty and a little less readable as it advances, the last two chapters being packed with statistics to demonstrate his points. It is difficult, however, to take *The Public School Phenomenon* very seriously, despite the publisher's claims ("dazzling . . . probing . . . authoritative and deeply researched"). It is certainly wide-ranging and provocative. It contains some shrewd critiques (on Corelli Barnett for instance, and on the more recent debates on the place of public schools), and the author has clearly read far more than his rather slender bibliography suggests. On the other hand, he supplies no footnotes, and—when he can be checked—his accuracy is not impressive.

Who, for instance, is Whitehead, co-pioneer of the Evangelical Revival with John Wesley? (Can he mean George Whitefield?) When was there a headmaster of Winchester by the name of Wordsworth? (Does he mean Christopher Wordsworth of Harrow or Charles Wordsworth, Second Master of Winchester?) How can Standish be the creation of Sapper on page 152 and of Buchan on page 121? If the Lytteltons were so important a family, why not spell them correctly? (or Sir Edmund Leithen, for that matter, and Lennox Berkeley). Warre succeeded and consolidated the work of Hornby not of Hawtrey. William Cory's recent biographer was Faith Compton-Mackenzie not Faith Compton-Burnett; and—the prize for absurdity—can one imagine the state of Wellington College under the easy-going régime of the author of *Dodo* and *David Blaize*?

Circumstances are sometimes misreported. One may take just two examples from the history of Wellington. Benjamin Pollock (dates given incorrectly) is alleged to have slashed the salaries of two masters who had had a rise under Wickham. In fact, Pollock never touched the salaries of these two men (also given incorrectly). All he did was to recommend to the Governors a somewhat low starting salary for the Wellington staff. Then again, Edmund White Benson was concerned (this is correct) about the cubicles of boys in the Wellington dormitories, and considered erecting a wire lattice to discourage illicit access from neighbours. Mr Gathorne-Hardy's version of this admittedly foolish, but intelligible, episode is to render it grotesque by describing the Master of Wellington himself "clambering along the tops of cubicles laying entanglements of wire". Now what purpose does this unwarranted embellishment serve? It is not scholarly. It is not even rhetorically effective, because the absurdity is so patent.

The publishers of Mr Gathorne-Hardy's book state that it "stands in a class of its own". One thing is certain. It is not in the same class as Professor Honey's.

Sound ammunition

Charles Hannam

Disadvantaged Families and Playgroups. By Elsa Ferri and Rosalind Niblett.
NFER Book Sales £2.95.
Available from National Children's Bureau, 8 Wakley Street, EC1.

This report looks at the provision of playgroups for families with problems and tries to pinpoint why a provision that is eagerly sought by middle-class parents seems less effective elsewhere. One in four of the 900 children attending 30 playgroups have been sent there either by a social worker or a health visitor: being "referred" rather than brought by an eager parent has an important bearing on attendance and continuity. Not that a playgroup will make up for all the ills of society, but if there are benefits, they will not be achieved if the parents are not sure what it is all about.

This account of a 15-month study underlines several points of importance: playgroup leaders who want to help the family as a whole need support and information. Some of the professionals who referred children seemed to think that this was enough and did not contact the playgroup leaders. Mothers' Clubs were found to be helpful as were link-ups with heads of local schools. While it was not possible to quantify the benefits achieved by attendance, it is clear that some very difficult and even generally unmanageable children received exceptional care and they attended more often than might have been expected—and this despite the fact that pay for staff and resources were both in short supply.

This research underlines some of the assumptions too easily made about playgroups, and sound ammunition is provided for anyone fighting to save or establish a group.

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Educating the Youngest Children in School
Patricia M. Holmes
This book has been written to help teachers to cater effectively for rising-fives in the infant and first school. The author is an experienced headteacher and college of education lecturer, and the book has been written as a result of first-hand knowledge. It covers the theoretical background to the education of young children, including recent research findings; preparing and equipping the building and grounds; planning the programme; and laying foundations in language and mathematics. The emphasis throughout is on matching teaching approaches to the children's natural development and on using play as a starting-point for further learning. Teachers of developmentally immature children who are over five will also find this book useful.
Copies, price 90p (to include postage and packing) are obtainable from Mrs. P. M. Holmes, Ditcham Park School, Petersfield, Hants GU31 5RN.

Gentle-violent man

Jack Cross on Rudyard Kipling

The Strange Ride of Rudyard Kipling. By Angus Wilson.
Secker and Warburg £6.90. 436 57516 7.

Kipling always asked that his works should be examined but that we should "seek not to question" his life. His biographers—and Angus Wilson is the latest and most assiduous of them—have, happily, ignored his request. Mr Wilson has explored the wide range of Kipling's writing, quotes from it with precise relevance and great felicity, but never fails to trace the sources of its themes in the development of "that gentle-violent man, a man of depressions and hilarity, holding his despairs in with almost superhuman stoicism". In one of his few direct criticisms of his subject, Angus Wilson offers the doubtful proposition that only if Kipling had dared to be more introspective himself might he have been a possible entrant into the ranks of the very highest class.

Mr Wilson recognizes that the roots of Kipling's anxieties and fears lay buried in his childhood experiences and retells the story of how the once-spoiled darling Ruddy was dumped in England on to an uncaring and often cruel foster-mother, so that for ever after the very name Southsea became for him synonymous with Hell. Kipling was badly bullied in school and learned to bully in his turn. Angus Wilson carefully examines the family circumstances and the public school ethos of the time (he is particularly good about the specific difference of the United Services College) and does so with such charity that he can find understanding and forgiveness—even if Kipling never could.

For Mr Wilson is clearly a kind and gentle man and has had to try very hard to come to terms with much of the violence, contempt (for all the lesser breeds without the Law), and out-and-out cruelty he finds in much of Kipling's work, particularly in short stories like *Mary Postgate*, in which a spinster-companion watches with satisfaction the agonizing death of a young German airman, or in the wartime verses about the Kaiser's suspected cancer of the throat. Try as he may he just can't stand Stalky and his intransigent friends. Characteristically, he admires above all the other works the mellow mythopoeic novel *Kim*; his diligent researches show that Kipling modelled most of the characters in this tale of the Great Game and the Grand Trunk Road on people he admired and loved.

There are some fresh and poignant pieces of insight in *The Strange Ride of Rudyard Kipling*; the very title points one of these acutely. Angus Wilson compares the nature of Kipling's imagination with that of a child, whose intense absorption can turn a tiny space into a whole world populated by heroes, dragons and ogres. Time and time again Kipling uses this device, as, in *The Strange Ride of Morrowbie Jukes*, a desolate depression in the sand is made to stand for the ever-present awareness of the insecurity of colonial rule.

This is not a study-bound biography: Mr Wilson talked to many of Kipling's friends and contemporaries and travelled to see for himself what Kipling saw. Sometimes he was surprised—it just was not there. These journeys, and the descriptions and many photographs they made possible, enable us to separate Kipling's often-applauded (and equally often derided) "journalism" from the products of his magically vivid imagination.

I would have wished for some comment on the powerful way Kipling, the enormously popular writer, influenced the worldview of his time, particularly, perhaps, of India and the Raj. His was the outsider's view, after all, as from a dak bungalow or the balcony of the Club. Yet he had the knack of appearing to speak for the Indians too. I wonder how many people, upper-class Indians and Anglo-Indians as well as British, were, because of his influence, unnecessarily shocked by the gradual erosion and then sudden abdication of the Raj.

Perhaps, too, Angus Wilson neglects the ballads which brought Kipling such popular esteem. As one who served in the East and has heard long-serving airmen quote reams of his verses into the Burmese night, usually finishing with the wonderfully Swinburnian cadences of *Danny Deever*, I can certify that, at least up to 1944, the spirit of the Soldiers Three still lived on.

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Which mother's mine?

Margaret Kornitzer

Adoption: A Second Chance. By Barbara Tizard.
Open Books £7.50. 7291 0191 6. £3.95. 7291 0196 7.
A Time to Search. The Moving and Dramatic Stories of Adoptees in Search of their Natural Parents. By Henry Ehrlich.
Paddington Press £4.95. 448 22241 8.

Dr Tizard (senior research fellow at the Thomas Coram Research Unit at London's Institute of Education) has made a study of children adopted by strangers or restored to *their parents after an infancy in an institution*. The book indicts certain cherished social work attitudes and should have a revitalising effect on work with children in care, just as Bowlby's *Maternal Care and Mental Health* did in the early fifties, when childcare concepts were revolutionised by his "proof" that babies need their mothers.

Adoption: A Second Chance advances evidence that children adopted after babyhood from an institution do far better than children similarly restored to natural parents. As with Bowlby, the facts have been around for a long time: now they have the support of a properly constructed investigation contained in a rich and useful book written without jurgon of interlarding with statistics. Among other things it demonstrates that the effects of maternal deprivation are not in themselves irreversible. Children can survive as loving human beings even if scarred.

The word "restored" used here is a misnomer. Of 15 children between two and four years old restored to parents, only three had actually stayed previously with their mothers. Most parents had not even visited frequently. But the background to the present study is that in social work theory such restoration has been a god to which many children have been sacrificed over the years. Some 6,000 older children remain in care year after year, primarily because of an inbuilt reluctance in social work practice to break tenuous natural ties.

The study contrasts the circumstances in which the children were placed for adoption with those in which children were restored to parents. Adopters wanted the children, were strongly motivated to enjoy parenthood, had good housing, a desire to help and serve the children. Natural parents, on the other hand, were reluctant to reclaim their children who, typically, went to bad housing, poverty, short tempers and guilty feelings. Unlike the adopted children, they returned without preparation on openly disliked the restored child. buttering and several mothers openly disliked the restored child. All this casts a lurid light on the actual circumstances of restoration.

Predictably, adopted children weathered the processes of being uprooted from an institution more successfully than restored children and adopters were happy with them. When adopted children were visited again as eight year olds, satisfaction was still evident, whereas restored eight-year-olds tended to have nervous habits, to be bullies and to lack concentration. Children in both groups were attention-seeking, and this trait was especially noted by teachers. Teachers' views also were less favourable to adopted children than were those of their adopters, and "both adopted and restored children tended to be less popular with other children, more aggressive, and more solitary than their classmates." "Much of the evidence about the effect of early experience . . . is conflicting", says Dr Tizard. Here is new evidence that cannot be disregarded.

Henry Ehrlich's book deals with the experiences of 11 adoptees in the bitter guerrilla war that has developed in the United States between adopted people and the unyielding adoption establishment which since 1923 has denied them the right to know their origins. This battle was won in Britain two years ago, but our struggle was never so frantic nor so sustained as in the United States, where it is apparently a commonplace for lawyers and adoption agencies to falsify and suppress birth data.

The mesh of lies and evasions in which these adoptees were caught is terrifying. No wonder they were obsessed with their predicament. Despite its obvious bias, this book provides useful insight into what goes on in child care in the United States, and it makes fascinating reading.

May I help you?

Rowland Berry

Breakaway. By Angela Willans.
Maurice Temple Smith £6.25. 85117 129 X. £2.65. 85117 134 6.

Angela Willans (known to millions as the problems-page counsellor Mary Grant) has written a worthwhile book about the difficulties which cause teenage girls to break away from their families. It is not about delinquency, and the subjects are, for the most part, from the articulate middle class. The material is presented in the form of verbatim histories, with the minimum of comment and interpretation. A particularly valuable feature is that, in several cases, the mother's point of view is given equal prominence. The book is quite non-judgmental: the author asks for more understanding, more caring, and more insight from everyone.

The problem of the homeless and rootless is increasing, and the agencies which offer help to girls adrift or in trouble all report an increasing need for their services. The girls in this book chose or were driven into life-styles different from those of their parents; they do not appear as statistics (though some become pregnant), but are nevertheless part of a trend as society changes.

Three common causes of the breakaway are class prejudices, problems of control, and sexual attitudes. Parental strife and separation are well-known sources of the identity problems of the adolescent, but the author, acknowledging how much she has learned from those who seek counsel from her problem page, writes sensitively and sensibly in her brief introductions to each section. She underlines how changes in society as well as the adolescents' hostility and search for a separate identity may contribute to a choice of partner whose values differ from her parents. Society is now less structured, less supportive; and the child's need nowadays is not just to conform by following in the security of the parents' mores, but to survive as an autonomous individual. Choosing a boyfriend whose culture outrages the parents is one kind of breakaway.

We see next how the biological differences which make girls more vulnerable to exploitation may cause parents to overprotect their daughters, not distinguishing between real dangers and the others which are based on their own anxieties. Even loving and conscientious parents may strive to keep their daughter as an innocent child, encouraging a low social and sexual profile; but an adolescent girl's needs and preoccupations differ from the achievement-oriented life of a boy, and she needs evidence that she is attractive and lovable, not least from her own father.

Thus the fringe benefits of sex—status, pregnancy, and love—are shown as perhaps more important than sex itself. Throughout these stories the need for identity and reassurance is seen, even in caring, stable families. We are also afforded a glimpse into the dark corners of parental pathology—withdrawal, incest, and transsexualism.

This is not academic sociology, but a documentary written in the easy style of a journalist. It's good fun for the analytically minded, whether amateur or professional, and valuable for any parent—or, indeed, anyone interested in having more than one point of view.

Paperbacks

Truth/myth

Michael Jones

God and the Universe of Faith John Hick.
Collins/Fount £1.50. 00 62441
The Centre of Christianity. By Hick.
SCM Press £1.60. 334 01916

Is traditional Christianity still ible? Or is contemporary s fic knowledge a stumbling bloc Christian "mythology" and world religions a challenge to C tianity's centrality in the univ of faiths? A belief in the ulti salvation of all mankind tog with a conviction in the s efficacy of non-Christian relig leads John Hick, in both t books, to effect a "Copernic revolution in theology. "Ptolemaic" centrality of C tianity founded on the uniqu of Christ, the ultimate revelat God, is groundlessly opposed to replaced by the centrality of revealing Himself in the relig world religions of which Chri ity is just one among many.

What then of Christianity's tral differentiating belief that Divine Word became flesh, th Jesus Christ God revealed Him ultimately and uniquely? *God the Universe of Faiths*, an inv able key to a proper understan of *The Myth of God Incarn* explores this question through nature of religious language as fact-asserting and mythologi

Is there not here a false dicho tomy between myth and reality The existence of myth, proper understood, is not, on its own suffi cient justification for discarding the reality which it is striving to ex press. Indeed, can such termi nology be even applied to the In carnation? To reject the norma tive New Testament testimony in favour of contemporary scientific and philosophical categories is t reinterpret Christianity accord to personal unsupported crite This is all too evident in Jo Hick's cavalier handling of the logy's gradual deification of the man Jesus and his speculative, in interesting, reinterpretation of the after-life as "vertical reincarn tion" in *The Centre of Christianity*.

The Man who said "No": Jon
By Geoff Treasure. 60p.
The Way Out: Luke. By Andr
Knowles. 75p.
Born into Battle: 1 & 2 Thessalo nians. By Eddie Gibbs. 65p.
That's Life: Proverbs. By Chr
Sugden. 60p.
Collins/Fount.

In presenting a story, a gospel, t letters and a collection of prover in a strikingly vivid style, wi illustrations and contempora applications, the authors of the four books show how God speak today through His Word.

The punch-packed racy style wil not appeal to all. The retelling of Jonah's mission to Nineveh in *The Man who said 'No'* displays the least attractive aspect of evangelical fundamentalism: its obsessive ning and uncritical literalism. Mo appealing is the writers' convictio their enthusiasm and clarity of presentation. *The Way Out* presen Luke's gospel thematically in quasi-poetic style, highlighting th challenge of Christ. Equally attra tive and refreshing is *Born in Battle*, communicating St Paul patient encouragement of his ne converts at Thessalonica in their struggle against a hostile environ ment.

Even the *Book of Proverbs* has a message for today. *That's Life* offers this Jewish Wisdom literature as a guide to the perennial problems of life.

Among this week's contributors:

Rowland Berry is a consultant ps chiatrist specializing in work wi young people.
Michael Jones is at St John's Se nary, Guildford.
Margaret Kornitzer is the author "Adoption" (Putnam).
David Newsome is headmaster Christ's Hospital school.

New routes to O level

B. S. Roberson

Place and People.
1. Village, Town and City. 2. Landscapes in Towns. 4. Farming and the Countryside. 5. Industry and Resources.
£1.25 each.
Place and People: A Guide to Modern Geography Teaching. *Edited* **by Stewart Dunlop.**
Heinemann Educational £2.50.

The advent of the new geography in Britain can be conveniently dated by the publication of *Frontiers in Geographical Teaching* in 1965. The subsequent digestion of the ideas by teachers, and their development in classroom practice, has taken over a decade. Complete school textbook series are only just beginning to appear.

This is probably all to the good. The movement was not helped in the early days by its more extreme disciples, and the present series is clearly based on considerable classroom practice. The series also succeeds in expressing complicated ideas in language understandable by the young. It is one of the earliest and one of the best.

A useful link with previous practice is in the topic or theme layout. Much of the old geography was increasingly based on such a plan, and pupils trained in the topic approach will find migration to the new ideas easy. There is also great flexibility. Each of these books is self-contained, and the use of one or two to supplement a more orthodox syllabus is possible.

The level is fundamentally that of O level students. There is no pretence at popularization for the less able, but the work is carefully graded and exemplified, and well within the compass of the reasonably intelligent child. Each volume starts with the elements of the subject, for example, farming or town and moves through a steady development of the chosen theme to decision making and future possibilities. There are many tables of figures, maps, pictures and diagrams. At frequent intervals there are groups of exercises, well integrated with the text and illustrations, so that pupils who have worked through this series will have a real understanding of the new geography. There is also ample material for teachers who do not wish to adhere closely to the plan offered.

Compared with the practical excellence of the textbooks, the teachers' guide is disappointing. It is a collection of essays that will remind teachers of their college lectures, rather than giving them suggestions on how to use the series. The book lists are useful, and the chapter on fieldwork again shows that the gap between old and new is not the chasm it once was.

Children's literature

Pachyderms

The Olly-Fant Series (4 books).
Methuen 59p each.
Egmont The Cat's Quizzer. By Dr Seuss.
Collins £2.25.
The Dusty and Smudge Series (4 books).
Methuen £1.00 and 45p each.
The Bears' ABC. By Robin and Jocelyn Wild.
Heinemann £2.50.

There is, understandably, a tendency to play safe in writing for young children. But resorting to the well-tried formula is not necessarily a bad thing as is made clear from *a sampling* of recent beginner books, most of which are able to sparkle within a framework of established conventions.

The most successful of these volumes are two new series published by Methuen. The *Olly-Fant Series*, consisting of four paperbacks translated from the Danish, recounts the adventures of Olly-Fant, a kindred spirit to that effervescent pachyderm Babar. The charming tales are accompanied by subtle pen and ink drawings which should prove irresistible to youngsters.

The other Methuen series, translated from the Dutch, is equally good. The four *Dusty and Smudge* books relate the misadventures of an untidy little girl named Dusty and her accident-prone dog Smudge. Dusty and Smudge cover themselves with paint, flood their house with soapsuds, entwine black typewriter ribbon around a white bridal dress and attempt to keep cool by shaving their hair to baldness. Children will almost certainly revel in the lively prose and unembellished comic illustrations.

The *Bear's ABC Book*, by Robin and Jocelyn Wild, relates the story of three distinctive little bears who play in a rubbish dump and find there all manner of interesting articles which just happen to conform to letters of the alphabet. The vowels correspond felicitously to easily remembered short sounds as, for example, in axe, egg, ink, orange and umbrella. The bears are drawn in in visually pleasing colours. This charming story, with its imaginative vocabulary, is a fine contribution to alphabetania.

Surprisingly, the only disappointment in the current batch is Dr Seuss's *The Cat's Quizzer*, which lacks the anarchic zest of many of its predecessors. Dr Seuss has made such a substantial contribution to beginners' books since 1954, when *The Cat in the Hat* first appeared, that one almost hesitates to apply ordinary critical standards to his work. But the format of the present volume is poor and its humour less than inspiring. Even the most risible youngster is unlikely to find himself welling over with laughter at dialogue of this quality: Question: "Are there a few ducks on the moon?" Answer: "No ducks on the moon. (No elephants, either.)"

Suzanne Wiener

This ancient burial chamber at Dyffryn is one of the landmarks along the way in "The Drovers' Roads of Wales" (Wildwood House £5.95), a delightful book in which Shirely Toulson follows some of the barely discernible tracks that criss-cross Wales. These are the roads by which, for centuries, animals were driven, at an average two miles an hour, to the markets of London. This is a guide book, but it is as much for the armchair historian as for the energetic explorer, providing an arresting picture of the Welsh landscape and man's effect on it. Fay Godwin's accompanying photographs capture beautifully the dramatic contrasts of the Welsh landscape.

Geography's place

Evaluating the Geography Curriculum. By W. E. Marsden.
Oliver and Boyd £5.50 05 002900 2. £3.50 05 002791 3

This critical and constructive analysis of the content of school geography today, throws considerable light on the philosophy and methods of curriculum reformers. It is far more practical and readable than its title may suggest; in fact the author's first exercise is to clarify the meanings of "jargon", "evaluation" and "curriculum".

The book falls into two parts, and in each one the word evaluation has a somewhat different emphasis. Part one is a thorough account of the development and position of geography in education. Evaluation here implies the investigation of the precise role geographical study plays in the general curriculum, the importance of a constant awareness of the impact of such study upon the pupils, and of constant modification of working programmes in the light of that awareness.

In the second part (which is, if anything, even better than the first) evaluation refers to assessment of the results of teaching. For those over 40 this means tests and examinations but here we are given useful and positive consideration of essays, multiple choice and structured questions. The study concludes with excellent detailed examples of working units, placed in an overall curriculum scheme.

The book is a solid one, and can only be fully digested as an extended course textbook. Each chapter concludes with a list of essential items for reading, with many wider references for those who would go further, and a list of skilfully devised discussion topics.

B.S.R.

Resourcefulness

A Dictionary of Terms and Concepts: Earth Resources.
By David Dineley and Donald Hawkes.
A Dictionary of the World Around Us: The Environment.
By Geoffrey Holister and Andrew Porteous.
Hutchinson/Arrow £1.25 each.

These two "dictionaries", taken together, provide a striking and disturbing contrast. While *Earth Resources* is a fine instant guide to many terms likely to be encountered by even the most casual student of the Earth sciences, with an excellent guide to further reading, *The Environment* is almost mischievously one eyed and biased, presenting, under the guise of a reference book, propaganda for the eco-freak doomsday school of thought.

Where such a publication might be acceptable and useful if presented openly under the imprint of, say, Friends of the Earth, slipping prejudice of this kind into such a series is far less acceptable. The throwaway comment on the jacket that the authors "make no apologies for presenting a committed view" hardly excuses their exercise in thinly veiled propaganda.

John Gribbin

Around the world

Bryan Waites

World Topics: Man the Explorer. By Trevor Marchington.
World Farming and Fishing. By Sheila Padget.
Exploiting the Earth's Resources. By Roger Clare.
The Industrial World. By Sheila Padget.
World Health. By Ron Taylor.
The New Africa. By Roger Clare.
Geography: Tropical Lands. By Trevor Marchington.
***Cold and Temperate Lands.* By Trevor Marchington.**
Macdonald Colour Units 85p each.

This series of colour units has the same high standard of presentation and freshness already achieved in previous booklets. The output has been prolific and the coverage staggeringly wide. No doubt the series will appeal to some teachers more than others, since many prefer a more systematic and sequential approach from a conventional textbook rather than having many smaller booklets. However, the claims that they are more easily adapted to course requirements, that they are more flexible, that they can be used for individual and group work, that they convey more readily a sense of progress and that they are versatile for varied age-groups and ability ranges, will be hard to refute.

The topics fit in well with CSE syllabuses, and there are many obvious links which the teacher might make between various books in the series. Each book looks into the future: some aspects covered are the consequences of colonialism, a future solution for Africa, whether health is everything, industry, people and wildlife in danger, forests and the over-developed world.

Examples of the eyecatching and inventive illustrations can be seen in the world population spiral and climatic limits of the human body diagrams, while the clever "boxing" of illustrations with text comes out best in *Exploiting the Earth's Resources*. The Tudor Art Agency is to be complimented for its outstanding work, which has been a major contribution to the success of the series.

Energy locations

Settlement Problems. By C. N. J. Scudamore.
Wheaton £1.45. 08 020994 7.

This neat, interesting and well-presented book deals with the geographical study of settlements, rural settlement patterns, manufacturing towns, living in suburbs, rebuilding Britain's towns and selected urban studies from overseas.

There are more than 150 black and white illustrations which are well located in relation to the text, and a large number of detailed exercises and activities associated with each chapter. These constantly refer to both text and illustrations, using them in a most constructive way. Although, on the whole, questions are answerable from the text, there are a number which are complicated and require outside references.

Some new techniques are introduced, such as the simulated growth of a village, nearest neighbour analysis and the location quotient and these are used in a sensible way. The phrase "best minimum energy location" is overused and inhabitants of Middlesbrough and Hut- location" is over-used and inhabi- placenames wrongly spelt.

The chapters dealing with modern planning methods and problems are the best, incorporating plenty of new material from all over the country. Expanding towards Third World cities, and other planning developments abroad seems a good way to end the book and justifies the title better than earlier chapters. Some figures, such as those for the future development of Paris and the growth of São Paulo, will be difficult for pupils to set in context as they are merely a series of patterns without national or regional background. However, this useful book is packed with information and its interesting approach will be valuable in secondary schools.

B.W.

THE ILLUSTRATED LONDON NEWS
SOCIAL HISTORY OF EDWARDIAN BRITAIN
BY JAMES BISHOP

FOREWORD BY SIR CHARLES PETRIE
This is the second volume in this series, which draws on the archives of *The Illustrated London News* to present portraits of earlier times as illustrated by those who lived through them. The first dealt with Queen Victoria's Britain and this new book, with more than 200 contemporary illustrations and text by James Bishop, describes the ebullient age that followed – a time of affluence and ostentation, of vigorous social discipline, of peace and plenty, but also one of poverty and unrest, and of growing uncertainty about Britain's place in the world.
The Social History of Edwardian Britain, price £4·80.

Tools for the trade

Roy Blatchford on the English Project

Launched in 1970 with the resources and marketing ideology of Penguin Education firmly behind it, the Penguin English Project was rapidly consigned to commercial hara-kiri. Indifferent planning and execution at promotion and distribution stages with Penguin Education itself in financial turmoil, was reflected by scant treatment in the education press.

Almost in spite of itself, the PEP crept into the schools. Penguin Education's demise in 1974 effectively brought the thing to a halt, but through a sequence of coincidences characteristic of the publishing houses a new home was found in May of last year. Now that it is recast as The English Project, English departments up and down the country have received a hand-bill boldly proclaiming, "PEP saved by Ward Lock Educational".

Sales of the project's three stages have been curiously checkered. Stage One, designed for the early secondary years, was completed at Penguin and runs to six volumes many of which have sold particularly well. In contrast, Stage Two (for the 13-16 range) has five parts in print and is greatly under-used, while Stage Three, aimed at sixth-form studies, currently has two titles available and awaits development.

In the only teachers' handbook so far published, Stage One's editor, Patrick Radley, stated that the guiding aim for the series was to be its practical use to the teacher, but that at the planning stages such an aim inevitably called into question central ideas about English teaching in schools. Teaching method and the tools for the trade necessarily feed upon each other, and the most purposeful books for any subject generally reflect and record the best practice of what has gone on in schools.

The tradition of structuring work around a course book is well rooted and, in English, Ridout's approach was developed by teachers and publishers towards Rowe and Emmens's *English Through Experience*. In 1963, the advent of *Reflections* mirrored the child-centred direction English teaching was taking, meeting the child who cried that he was not in school to prepare for life, he was alive now.

The single volume dispensed with traditional language exercises, and questions relating to the passages were designed to encourage discussion and oral comprehension. But its visual impact—with the use of photographs—established a trend that a wave of poetry, prose and drama collections sought to emulate.

Fears crept in that an English course centred on this personal creative diet would impoverish language learning; while the fallacy of traditional approaches lay in imagining repeated grammar exercises would be automatically translated into correct essay work, the creative approach was equally misguided in thinking that to stimulate was to teach.

It was as part of the publishing boom in source material collections that Penguin's highly successful *Voices*, edited by Geoffrey Summerfield, came into being and prepared the market for the appearance of the English Project. Textbooks traditionally gave the impression that reading was leading towards a specific task, so the PEP books were short stories, poems, plays, fiction and non-fiction, pictures and drawings gathered together with no questions attached.

Attractiveness, relevance and intrinsic interest was the ethos; if a passage or picture genuinely worked then it would call from the pupil a determination to understand meaning, the stretching of his imagination to ally himself with what was said, and a struggle to hold parts in relation to the whole. According to Radley it would provoke these and result in children finding "the inner light".

By and large, good classroom practice has proved the collections in just these ways. The splendid variety of Stage One's first volume *Creatures Moving* — significantly, edited by Geoffrey Summerfield—where photo and passage are diligently complementary is exemplary: thus Edwin Brock's "Song of the Battery Hen" alongside Blake's "Robin redbreast in a cage/ Puts all heaven in a rage", with a photograph to match, stimulates the type of pupil response that the project aims at.

The second volume *Family And School*, covering the one subject guaranteed to find an interested and committed audience, has been the most popular. But while the extracts are lively and wide-ranging, very readable with 30 twelve-year-olds, the many photographs are coy and repetitive, and could well be revised for a future edition. Set against that, *I Took My Mind A Walk* which explores nature's "extraordinary ordinary things" has some stunning illustration with several longish prose passages of immense interest and excitement.

While there is no obvious sequence in Stage One there is progression from the child's immediate surroundings to the world of machines in *Things Working*, in which many of the poems and prose extracts are difficult but the Heath Robinson pictures and Moonwords collage are a delight. The child can then move from machines to the explorer's world in *Ventures* and on to the fantastical and the realm of science fiction in *Other Worlds*.

In giving free reign to the editors in compiling their selections, there is an oblique intention to overlap in theme and mood. An opportunity to link might come in *Ventures* and *Things Working* where accounts of mining disasters are taken from different interest points, and the same theme might then be picked up in Stage Two's *Danger* which in turn leads on to some excellent material about danger and fear in war, exploration and outer space.

In Stage Two *Good Time* is a colourful pot-pourri which includes a Marx Brothers' script, accounts of a demolition derby and a New York eating contest, the joys of driving a bus or flying a Spitfire, and a wealth of zany, compelling illustration. *That Once Was Me* extends *Family and School* into adolescence and is ideal to use alongside *Openings* which looks at how particular experiences serve as moments of epiphany.

The project's planned progession in terms of the maturity of subject matter is well seen moving on to Stage Three's *Identity* which pursues the theme of the individual realizing himself and brings together the poems of Sylvia Plath, Yeats and Ezra Pound, the writings of R. D. Laing and Harold Pinter, and the allusive world of surrealist painter René Magritte alongside M. C. Escher's fascinating double-think drawings.

What, then, are the new publishers to do with a project that reflected much of what was best in English teaching in the sixties? Penguin's conscious aim had been to narrow the gap between a school edition and material for public sale, so the books' design and style carried the implication that the young reader was worth taking seriously.

Certainly the illustrative aspect has set a standard for school publishing, but elsewhere in design the format is not wholly satisfactory for classroom use. Revised editions might therefore enlarge the small print, reset the curious marg irksome paragraphing, and, vitally, number every page. Ward Lock's new printings already cured an old complaint strengthening the binding, sporting laminated covers.

While retaining the spirit of the original project, an attempt to the pupils' books a little more criptive, without necessarily tering the text, might also be comed. Children need direction their reading even if the sages stand on their intrinsic and an editorial introduction to themes and ideas of each with each extract bearing its on the page rather than rele to a confusing index, would valuable support.

Probably the most impo feature of the entire project been the breadth of literat encompasses, a range that re the editor's achievements in ing to the classroom poets Edwin Morgan and much in translation. Reading the Stage One's teachers' book seem to have been few unturned in compiling sugge for further reading, and the for extended work on va themes are exhaustively thoro

Yet Stage Two, with five ti in print, has no comparable b up, and the new publishers sh rapidly set this to rights, even it means later revising a handb to fit a completed series. It wi be their task also to bring to schoo those titles which have been ne lected, and perhaps the final measure of their success will be the way in which they expand the promising Stage Three (two titles, *Things* and *Society* have been announced for January) in up school English and social stu

Facing up to reality

Rachel Blake

Heritage of Literature.
Brave New World. By Aldous Huxley. £1.00.
Greenvoe. By George Mackay Brown. 95p.
Longman.

Brave New World must be less shocking and more funny now than when it first came out in 1931. We can laugh in a spirit of recognition at some of its trends, and, more accustomed to the idea of genetic engineering, take a steadier look at some of its possibilities, feeling, gratefully, that we have so far drawn back from its most horrifying extremes. One of its main interests to students is Huxley's foreword of 1946, a reconsideration 20 odd years after the original publication, and 30 years behind us.

Elements of the three possible alternatives he forecasts are with us: national, militarized totalitarianism; supra-national welfare-tyranny; de-centralization, self-help, and development of the individual. The last has gained ground in importance since he wrote, both in the developing world and in the increasing opting-out from the mainstream in sophisticated Western societies.

From this recent reading I experienced in the nature passages a relief and refreshment from the claustrophobia of Hatcheries and Feelies which could give ample impetus for exploration in Brazil or sailing round the world on a raft with your grandmother. Perhaps this reaction is an ultimately hopeful sign.

Through the exploration of individual minds and lives in *Greenvoe* its community is realised in its vitality and depth. Usually fascinating in themselves, at times the lives become almost too many to manipulate, and at one point just beyond half way, after prolonged flashbacks, the structure seems in danger of falling apart with the ramifications.

D. M. Budge's commentary is informative on the background. But his criticism of shallowness in some characters seems to me misplaced, since their object is another kind of depth, to contribute a note to the whole harmony rather than to reveal all the dimensions of human beings. He praises the last passage of the book which I find very contrived, where a group of islanders return to the deserted island to celebrate its future regeneration in an ancient Nature ceremony. The final part of the book, where the mysterious Black Star organization takes over the island has an unreal *Brave New World* quality that does not marry well with what has gone before. There is no argument, however, about the quality of *Greenvoe* as a poetic experience of the rituals and rhythms of real life in a remote Scottish community.

Euromoney

Geoffrey Wood

Europe and Money. By Peter Coffey.
Macmillan £4.95. 333 21404 8.

There is undoubtedly a need for a book which will be accessible to someone who has completed an A level course in economics, on the important topic of European monetary integration and its place in the international monetary system. This book certainly has the promise of meeting that need; it is brief, and places European monetary integration not only in a worldwide setting, but also within the historical context of the evolution of the international monetary system we have today.

Unfortunately it does not live up to that promise; the treatment of the subject is superficial rather than simple, and contains some basic errors. In Chapter One there are, for example, two such errors in a brief discussion of the motives for overseas investment in the nineteenth century. The author correctly notes that countries sometimes had monopolies of investment in their own colonies; but does not realize that that does not mean that individual investors earned monopoly profits. He also seems to consider it worth asking whether "colonial considerations were the only factors which influenced investment decisions", surely a surprising question in view, for example, of the extensive British investment in Argentina.

His discussion of the trade aspects of the EEC is marred by the complete absence of any mention of John Williamson's important work on actually measuring the effects on national wellbeing, and contains an unjustified (and erroneous) assertion about the reasons for the growth of the Euro-dollar market. If that were not enough, when one turns to the chapter on optimum currency areas, which is critical to the book since the theory of these areas is basic to monetary integration, one finds that the chapter opens with a totally incorrect definition of an optimum currency area.

This book is the right length, and the right price, to serve an important purpose; but it is disqualified by its contents from doing so.

This illustration, by Martin Ware, of the Charles Perrault story, "The Fairies" is one of many examples of the artist's work in "The Fairy Tales of Charles Perrault". This edition, newly translated by Angela Carter, is published by Gollancz at £3.50. The striking illustrations are never sentimental and often positively disturbing.

Facts of energy

Michael Kenward

McGraw-Hill Encyclopedia of Energy. Edited by D. Lapedes. £18.40. 07 045261 X.

This book could have been a valuable guide to the newly significant world of energy technology. But somewhere the editor went wrong. There are some excellent articles written by eminent experts, but the *Encyclopedia of Energy* is badly organized and has large holes. (After extensive routing around I could not find anything worth mentioning on uranium enrichment, for example.) In fact, this is just what you would expect from a book assembled, as this was, from a larger work—*The McGraw-Hill Encyclopedia of Science and Technology*.

This encyclopedia claims to have been taken from material published in 1971 and subsequent yearbooks. (The earlier "masterwork" has just been supplanted by a "new" version that turns out to be the old edition with some extra pages stitched in.) But the flavour of the *Encyclopedia of Energy* is much older. It smells of the fifties rather than the sixties, when most of the material must have been written.

As for the publisher's claim that the book is designed for the "student, librarian, scientist, engineer, teacher, and the general public", I cannot see it being much use to anyone other than a teacher or student (so long as they do not use it without also consulting other books). Most specialists have their own, more comprehensive, reference books — and these are rarely the new encyclopedias — and the "general public" will find it hard going to track down a topic in the *Encyclopedia of Energy*. The index is not much help and the cross-referencing is minimal. The references are the usual excellent and well-known papers in technical journals which are, of course, unobtainable to most of the encyclopedia's would-be audience.

A guide to tale-spin

Audrey Laski on machine intelligence

Artificial Intelligence and Natural Man By Margaret Boden.
Harvester Press £14.50. 85527 435 2. £4.95. 85527 700 9.

When Margaret Boden begins her remarkable study with the resigned observation, "Anyone who mentions artificial intelligence in polite conversation can expect two perplexed reactions: 'What?' and 'So What?'", I find myself nodding in emphatic agreement. And what I find disturbing about my experience is that I so frequently meet this response from people actively engaged in education, and sometimes even from those whose major interest is developmental psychology. This total blankness concerning an area of research with the liveliest implications for our ideas about cognition is alarming.

Dr Boden is clear about the reasons why people not only don't know but don't want to know about artificial intelligence. There is the superficial, but powerful, effect of the belief that it is "about" computers, a subject which in itself induces panic in the functionally innumerate majority of people. More profoundly, where people do know a little more of what is implied, there is the fear that, by trying to simulate some human activities in computer programmes, one is making machines more like people and that as an inevitable corollary one will make people more like machines.

She disposes briskly of the first difficulty, establishing with great clarity in the first few pages that the computer is a tool, not an end in itself, and using the homely example of a knitting pattern to give an immediate and reassuring understanding of the nature of programmes. She also states very early her position with regard to the second difficulty: "My own interests in artificial intelligence are biased towards its potential for counteracting the dehumanizing influence of natural science." But a detailed analysis of the psychological, philosophical and social implications is delayed until the closely argued and carefully balanced final section of the book.

In between, she describes all the major areas of research, giving substantial details of programmes and systems which are particularly significant or particularly likely to engage the interest and sympathy of the lay reader. She describes many systems of particular interest to educationists. Some are concerned with understanding and responding to natural language, like the maddening ELIZA, like SHRDLU, which can demand expansions of ambiguous commands, like Charniak's system which comprehends children's stories, and TALE-SPIN which writes them. Others are about the actual processes of learning, or problem-solving.

Some are even concerned with teaching: a group at Massachusetts Institute of Technology, strongly influenced by Piaget, first evolved a drawing robot, known as a turtle, and a language to program it, LOGO, which enables very young children to program the turtle to draw various figures; this led to MYCROFT, a program which helps the child to work out what has gone wrong when the turtle messes up the drawing. Can teachers afford to ignore what may be learned from such sources about the processes of learning and teaching?

For those who want to know, Dr Boden is the ideal mentor. Her grasp of the whole area is formidable, and her background in psychology and philosophy guarantees that the study is deep as well as broad. Yet she writes in an easy, non-technical style, except occasionally in the final chapters where the complexity of her argument demands the technical terms, not of computer science, but of metaphysics. Her asides, though occasionally too facetious, are mostly delightful, and the book is rich in quotations from Lewis Carroll, unconscious oracle of computer culture. This is the human being's guide to machine intelligence.

Fools and poets

Alistair Wisker

The Faber Book of Epigrams and Epitaphs. Edited with an introduction by Geoffrey Grigson.
Faber £2.95. 571 11090 8. £6.95 10990 hard back.

The modern epigram has its roots in Greek and Roman example. It may be as delicate as some by Robert Herrick, or as amatory as some by Walter Savage Landor. Generally, however, it is defined as a concise, pithy, often pointed, witty or ingenious poem, most often a couplet or quatrain. Pope's lines are typical:

> Sir, I admit your gen'ral rule
> That every poet is a fool:
> But you yourself may serve to show it,
> That every fool is not a poet.

The poem-epitaph is of the same species but written on the occasion of death for inscription on a tomb or to imitate such lines. These commemorative verses need not be affectionate or solemn as is demonstrated by Robert Burns, writing of a deceased schoolmaster:

> Here lie Willie M—hie's banes,
> O Satan, when ye tak him,
> Gie him the schulin' o' your weans;
> For clever Deils he'll mak 'em.

The editor of this new collection of epigrams and epitaphs offers a selection covering six centuries. This book makes good, intriguing, amusing, sometimes ribald, sometimes compassionate reading despite T. S. Eliot's stricture that good epigrams in English are few. Writing epigrams is by no means a dying art and the last 50 pages of the book include works by Hilaire Belloc, Max Beerbohm, Robert Frost, E. E. Cummings, D. H. Lawrence, Ezra Pound, W. H. Auden, Stevie Smith and Adrian Mitchell, with near the end, some contributions by Geoffrey Grigson himself.

Since Geoffrey Grigson argues that epigrams "need to be poem all the way through" and "congruous with their point . . . instead of working lamely to a revelation which comes only at the end", it follows that it is the poets who write them best. But here is some advice from one of the poets, Walter Savage Landor, on how to write epigrams and be a poet:

> Epigrams must be curt, nor seem
> Tail-pieces to a poet's dream.
> If they should anywhere be found
> Serious, or musical in sound
> Turn into prose the two worst pages
> And you will rank among the sages.

Judgments and jolts

David Wright on Edmund Wilson

Edmund Wilson: Letters on Literature and Politics, 1912-1972. Edited by Elena Wilson.
Routledge and Kegan Paul £12.50. *7100 8761 6.*

A conspectus of the incredible variety and range of the interests and enthusiasms of the American polymath, this huge volume of Edmund Wilson's correspondence serves to spotlight the endemic insularity, not to say provincialism, of twentieth-century English literary critics. The radius of Wilson's curiosity and learning included not only the great moderns whose reputations he helped to establish—Joyce, Yeats, Eliot, Scott Fitzgerald and Hemingway—but those of other literatures (all studied in the original) from Haiti to Hungary. To read Pushkin he learnt Russian; this led to brilliant expositions of Turgenev, Tolstoy, and Pasternak. He studied the origins and development of Marxism, and produced one of the best books ever written about it.

In his declining years he studied Hebrew, coincidentally with the discovery of the Dead Sea scrolls; which accident enabled Wilson to be the first to draw attention to their importance as evidence of the origins of Christianity. But he did not overlook his native America. The Civil War, Canada, the plight of the American Indian, all come within the purview of an insatiable and illuminating curiosity. Only George Orwell's can be compared with it in its range and humaneness.

Both of them were old-fashioned liberal agnostics. It is curious how often Wilson's view of the post-"Ash Wednesday" Eliot coincides with Orwell's. But Wilson is sharper and more informed, and sees Eliot through American not English eyes; the effect is sanitive. Wilson's letters etch an unmaliciously penetrating portrait: "There is a scoundrel and an actor in Eliot. It was the young scoundrel who wrote the good poetry and it is now the old scoundrel who is putting on the public performance".

As full of plums as a pudding, the letters are shot through with unexpected *éclaircissements*: "Jane Austen and James Joyce have more in common than you seem to suppose", "Auden . . . represents a reversion to the old-fashioned 'family poet'—Longfellow, Wordsworth, Browning—who can be kept around and read in bulk and who provides a kind of moral pabulum", "Dickens, the Christmas caroller of Hell".

Most revealing are the letters to, and concerning, his friend Scott Fitzgerald. Many are brilliant essaylets on all subjects from translating Rimbaud to the art of biography, or the current destruction of serious literature by frivolous pedantry.

There are some startling judgments and one or two jolts. Wilson seems to have overvalued, of all people, Compton Mackenzie. Yet his point that Fitzgerald owed much to *Sinister Street* is both surprising and valid. He undervalued Hardy, and contrived (a feat for such an omnivore) never to read D. H. Lawrence. He was hostile to Wyndham Lewis, lukewarm towards Ezra Pound, and never mentions William Carlos Williams. Although I endorse his low opinion of Wallace Stevens, Wilson's taste was a trifle saccharine: he favoured poets like Louise Bogan and Edna St Vincent Millay. He set A. E. Housman above Eliot, which, as he knew, was iconoclasm, but is perhaps not quite so shocking today. There is hardly a dull page in this very long book.

Uncle Tom at bay

Edward Neill

Mark Twain's Huckleberry Finn: Race, Class and Society. By Michael Egan.
Text and Context series.
Sussex University Press £3.50. 85621 060 9. £1.75. 061 7.

"LADIES AND CHILDREN NOT ADMITTED" announced the handbill for the "thrilling tragedy of the King's Camelopard or the Royal Non-such ! ! !", on which the duke cynically commented—"There . . . if that don't fetch them, I don't know Arkansaw!" This insight from *Huckleberry Finn* was, as Michael Egan points out, much needed by Twain to reconcile him to the critical reception of the book itself, often arraigned as (e.g.) "rough, coarse and inelegant . . . more suited to the slums than to intelligent, respectable people". And, as Egan more or less says, the cant and humbug of the New England bourgeois press had a predictable, ritualistic quality which might well turn such strait laced responses into inverted recommendations.

Unfortunately, Michael Egan's book, which can be recommended on many counts, has its own form of humbug and ritual. For example, he quotes with approval Twain's statement that "all that goes to make the *me* in me was in a Missourian Village, on the other side of the globe". There are senses in which one cannot, as well as senses in which one ought not, free oneself from one's cultural matrix. Yet when Twain goes on to speak of "Uncle Dan'l", a middle-aged slave "Whose head was the best one in the negro quarter, and whose heart was honest and simple and knew no guile", he is accused of patronizing—one might say, with all the patronage of the "ideological" critic.

Actually there are many sound and many brilliant things in this book, though the "unctuous" quality is intermittently present throughout. For example, it is difficult to resist his general argument that *Huckleberry Finn* is deeply fissured—unstable, for example in relation to Jim—"the eye-rolling darkie we encounter in chapter two has nothing in common with the dignified and often complex figure of chapters eight to fifteen". Again, Egan offers an extremely amusing account of how Twain's antebellum Southern responsiveness was crossed with the insufferable Dombey-like patronage of his Connecticut in-laws, which extended to his wife's actually bowdlerizing the novels. The gargantuan "bad taste" with which they adulterated their conspicuous consumption was richly deserved and necessary to Twain's artistic survival. Elsewhere, Egan persuasively argues that the novel has a pervasive sombreness rarely noticed; that the last paragraphs of the novel are a cop-out; that the Marxian formula about tragedy recurring as farce fits many of the novel's goings-on. There are many such insights, and it is clear that they derive from scholarship acquired out of love, not uncritical, for this great, fragile, precarious masterpiece.

But the continuance on the ideological alert is still disconcerting. The book is part of a highly ideological series which blurbs itself thus on the back flap: "More and more often students are asking why they should be expected to read the established classics of literature", which is mealy-mouthed Enlightenment. "Neo-Podsnappian" might be the word for this.

No maths

Catherine Basham

Economics for Everyone. By K. Norris and J. Vaizey.
Hodder and Stoughton £1.50. 340 21905 X.

There are, believe it or not, many economists with a measure of humility about solving all our problems; they just don't often write introductory text-books. Dr Norris and Lord Vaizey have written an excellent one for the *Teach Yourself* series; if you want to take an intelligent interest in all the economic debates, you couldn't do better than to start here. No mathematical knowledge is required.

The book begins by describing economic problems and how practising economists in the different sorts of economies try to solve them. An examination of the workings of the (British) economy as a whole, or macro-economics, follows; this section includes a long chapter on inflation.

Micro-economics comes next, and the chapter on how the market works recognizes that today the classic supply and demand theory is relevant to a part of the economy only—those areas where units of production and consumption are small; many text-books still ignore this fact. Large firms, the public sector, income distribution and international trade and payments are considered in this section.

In other words, the subjects covered are the standard ones, and the treatment of them is mainly conventional, as befits an introduction. What is welcome here is the acknowledgment of a larger world outside; as the authors say at the end, "The major questions of economics, then, such as why are the poor countries poor, depend for their ultimate answers on a breadth of knowledge that goes far beyond economics".

The highly selective bibliography is alone worth the price.

Eighth-century Exodus

Michael Swanton

Exodus. Edited by Peter J. Lucas.
Methuen £12.00. 416 17170 2.

Methuen's Old English Library has provided standard student editions of Anglo-Saxon vernacular texts for more than 40 years. This volume is the latest, and very probably the last, in the series. Although his choice of subject-matter, a retelling of the biblical story, might seem unpromising, the eighth-century author of *Exodus* was an inventive and sophisticated poet. Dr Lucas's apparatus displays a wealth of scholarship. Unfortunately, his claim that *Exodus* is an ideal text through which to introduce students to Old English literature might prove impractical, since the price must surely prejudice its use as a classroom text.

Swords to ploughshares

Hilary Finch

"We can make the deserts flourish. But let us join hands in this respect." Menachem Begin, replying to President Sadat last Sunday in Jerusalem, recalled Isaiah's prophecy that the desert would "rejoice and blossom as the rose", and M. Abdel-Kader Hatem in *Land of the Arabs* (Longman £15.00) is anxious to proclaim the part already being played in the 13 million square kilometres between Mauritania in the West and Oman in the East.

The author, Supervisor General of the Specialised National Councils of Egypt and formerly Deputy Prime Minister of Egypt, lucidly examines the historical background, ecology, agriculture, irrigation systems and land-ownership in each area of each one of 22 countries, covering developments and new experiments up to 1975. The territory of Israel is dealt with in the chapters on Palestine and Jordan, prefaced by a useful historical summary.

Plentiful maps and monochrome and colour photographs illustrate this valuable study—the first of its kind to survey the Arab lands as a geographical entity.

Science

Reviews commissioned by Chelsea College Centre for Science Education

Light on the subject

JOHN TRANTER on moth traps

Portable light trap
£21.00 (inc postage)
Professional model light trap
£31.00 (inc postage)
Mains control unit
£7.40 (inc postage)
6w actinic tube
£1.95 (inc postage)
Entech Services, 46, Mersey View, Liverpool, L22 6QB.
Portable light trap
(Cat No YRT-380-D)
£30.00
Griffin & George Ltd, 285, Ealing Road, Alperton, Wembley, Middlesex, HA0 1HJ.
Robinson Mercury Vapour Moth Trap Complete (Cat No E749)
£56.00
Mercury Vapour Lamp
(Cat No E754)
Black Lamp (Cat No E7541)
£11.50
Watkins & Doncaster Ltd, Four Throws, Hawkhurst, Kent TN18 5ED.

Sampling populations of nocturnally active flying insects—particularly moths—is a simple task with the aid of some form of light trap. It is possible to use home-made constructions with tungsten filament lamps but many of these models, such as the "Rothamsted" design, involve the destruction of the captured animals in a killing jar.

This practice is now frowned upon. The Joint Committee for the Conservation of British Insects, for example, has produced a "code of practice" for catching insects. Live trapping is the preferred method of collection. Then, after examination, the insects can be released away from the trap site at dusk, or if this is not possible, during the day in long grass or under cover from predators.

A number of light traps which do not involve killing of the catch are available from various suppliers. They also have the advantage that the light sources emit ultra-violet radiations, which are more effective in attracting insects than tungsten filament lamps.

Entech Services, of Liverpool, supply a range of portable light traps which can be mains-operated if necessary. The basic unit, which is also available from Griffin and George Ltd, is designed to be carried to the sampling site in a rucksack and is collapsible and lightweight. Once assembled, its dimensions are 250×250×500mm high and this packs to 300×250×150mm for carrying. Its weight is 2.25kg.

The aluminium case of the trap is made of six panels which slot together. The base panel has a central hole into which a polythene funnel is fitted for drainage. The top panel has a large hole for the polythene collecting funnel which supports the lamp unit in the top of the trap case. The transistor ballast control box for the lamp is housed on the side of one of the upright panels of the case.

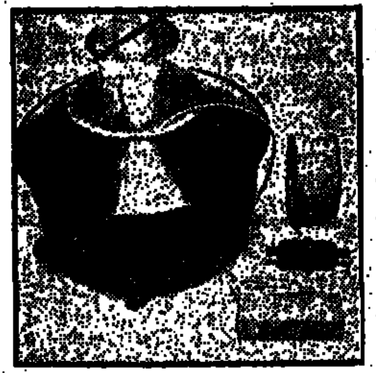
The lamp used in the trap is a 6 watt actinic 5 (BL) fluorescent tube, length 225mm, which has a current requirement of less than 1 amp. It is supported vertically at the centre of three baffles made of clear, rigid PVC. For transport these baffles fold flat, but in the trap they are separated by a plastic clip. The lamp has a short lead which plugs into the ballast and there is about 2m of cable terminating in colour-coded spade tags for connection to a battery.

Batteries are *not* supplied with the trap which will operate from a 12 volt storage battery or car battery. If the weight of the battery has to be kept to a minimum for transport, a Lucas PUZ 5A (or equivalent type) weighing about 3.5kg (140×140×80mm dimensions) is recommended. A control unit for AC mains operation (220/250 or 110/125 volts) is available as an optional extra.

Also available from Entech Services is the professional model light trap. This is of a similar design to the basic model and employs exactly the same actinic tube unit. The trap case is, however, larger.

This light trap has the added facility of a 12 volt transistor ballast fitted with a solar switch. Thus the trap can be set up during the day and will automatically switch itself on at the onset of darkness and off at dawn. If necessary, the trap can be operated manually.

Both traps were easy to assemble in a short time, but once put together had to be carefully carried or some of the panels became loose. The traps performed well—moths were attracted by the light from the actinic tube and fell through the collecting funnel into the case beneath. It is advisable to place fibre egg boxes in the traps to provide roosting sites for captured insects



The Portable Light Trap.

The traps can safely be left out in the rain, any water which drips into the trap being collected in the bottom drainage funnel outlet. If a mains unit is used, however, care must be taken to protect this from rainstorms as the unit is not waterproof. The light-activated switch on the professional model worked well and this is certainly a very useful feature. It is, however, bypassed if the trap is used with a mains unit.

Both traps are truly portable, being quite light and not taking up too much room in their collapsed state. Unless the lightweight batteries recommended are used, the additional weight of the 12 volt battery required may be quite considerable. The cost of the two traps is also very reasonable, but the cost of the batteries can be almost as much as the cost of the basic trap.

Another form of insect trap is the Robinson Mercury Vapour Moth Trap available from Watkins & Doncaster. Unlike the Entech and Griffin & George traps, this model is not truly portable, and it only operates on 220/250 volts AC mains.

The trap has a large circular container moulded out of rigid plastic. This has a diameter of 610mm at the top, 540mm at its base and is 260mm deep. There is a central gauze-covered drainage hole (diameter 60mm), situated in the middle of a raised portion of the trap base (diameter 190mm.)

The trap is fitted with a carrying handle and a pair of domed "feet" to enable it to be stood on its side. This base of the trap weighs approximately 2kg.

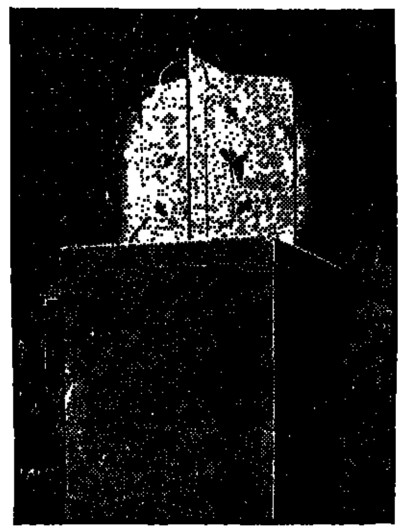
A transparent plastic collar fits into a rim at the top of the base and supports the lamp-housing collecting funnel. The lamp is a 125 watt mercury vapour bulb which is situated at the centre of the plastic funnel. This has four baffles at right angles to each other, and to these is fitted the circular plastic rain shield (diameter 215mm) which is held above the lamp. The collecting funnel has a diameter of 310mm at the top, sloping down to a 100m hole leading into the trap.

A short, 3-core plastic covered flex leads from the lamp to a waterproof connector and this in turn is attached to 50m of flex on a reel. This is connected to the choke ballast housed within an enamelled metal case. The flex and choke together weigh about 6kg, so that the total weight of the trap with all its fittings is approximately 8kg.

The trap is easy to set up and performed well, catching a large number of moths and other insects.

The 125 watt mercury vapour lamp has, not unexpectedly, a greater U-V brightness than the 6 watt actinic tubes used in the Entech and Griffin & George traps. It is therefore possible to catch individuals and species of moths with the Robinson trap.

Apart from sampling the local population of flying insects to determine their abundance and species composition, light traps can be used for a variety of other ecological investigations. For example, if trappings are made throughout the year, it is possible to obtain information about the life cycles of various species of insects and when they are most active.



The Robinson Mercury Vapour Moth Trap.

By recording the temperatures of autumn and winter nights and relating these to catch size, it is easy to determine the minimum temperatures needed for various insects to be able to fly. By monitoring other environmental conditions such as humidity, wind speed or cloud cover, the most favourable conditions for insect activity can be quantified.

If comparisons can be made of the moth populations in urban and rural areas it should be possible to observe relationships between degrees of air pollution and the proportion of melanic individuals. If two traps are available and these can be sited at different positions, e g, one on the ground and one on the top of a building, comparisons of the two respective catches should reveal the ability of various moth species to control their aerial distribution and the heights at which different types fly.

By marking captured individuals with spots of paint, releasing them and resampling the population, estimates of the size of various species' populations is also possible.

For investigations such as these, any of the three traps described would be suitable.

Guides

Support staff

An Outline Structure for Support Staff in Educational Technology has been published by the Council for Educational Technology. The first outcome of two years of research into the confused position of non-teaching staff who support the application of educational technology, the document suggests job titles for support staff, outlines job description and indicates levels of training and career structures.

The guidance could provide a framework in which employers, trade unions and staff can discuss detailed arrangements to suit local needs, say CET.

Further information: Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

Audio-visual aids

A fourth supplement to the 1972 edition of *A Survey of British Research in Audio-Visual Aids* has been published by the National Committee for Audio-Visual Aids in Education. Compiled by Susie Rodwell, head of resources at the National Audio-Visual Aids Centre, it gives details of research published during 1975 and 1976 into the use and effects of audio-visual media.

NCAVAE, 254 *Belsize Rd, London NW6 4BY.*

Nutrition

The British Nutrition Foundation has produced a guide to sources of information and teaching aids on nutrition. It includes addresses of where to obtain films, posters, workcards and other visual aids as well as details of courses and career

The set costs £1.60 and is available from Elisabeth Morse, Senior Scientific Officer, The British Nutrition Foundation, 15 Belgrave Square, London SW1X 8PS.

Computers

Many school teachers want to set up courses in computer studies but cannot because they have little or no knowledge of how and where to find suitable material.

To help them the National Committee for Audio-Visual Aids in Education has published a booklet, *Computer Educational Aids and Resources for Teachers*, which has been prepared by the resources working party of the British Computer Society Schools Committee.

The booklet contains details of books, wallcharts, games and simulations, films and video programmes and much other media.

NCAVAE, 254 Belsize Road, London NW6 4BY.

World affairs

A guide to resources for use by schools and youth groups who are planning activities or courses to do with world affairs has been produced by the Council for Education in World Citizenship.

The *World Studies Resource Guide* lists and describes organizations engaged in activities relevant to world studies and lists publications, audio-visual aids and games and simulations which might be of value.

It costs 40p from: The Council for Education in World Citizenship, 43 Russell Square, London WC1.

Birmingham industry

A handbook for teachers, *History of Industry in Birmingham*, has been published by the city's education department.

Prepared by Dr Marie Rowlands, of Newman College, it contains illustrations and quotations from original sources.

The handbook costs £1 from Room 208, City of Birmingham Education Department, Margaret St, Birmingham, B3 3BU.

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'Listener' concession to schools

The Listener, the weekly magazine on broadcasting, is offering a special concession rate to schools who want to use copies in the classroom. The scheme enables schools to claim a rebate of one-third of the normal cover price.

The Listener gives up-to-date coverage of world affairs and contains selected items from the week's BBC radio and television programmes, including series like J. K. Galbraith's *The Age of Uncertainty* and A. J. P. Taylor's *How Wars Begin*. Its arts section has reviews of the latest books, theatre, films, music and exhibitions, with a monthly preview of forthcoming music and drama events on the BBC.

Full details of the scheme for schools can be obtained from the Circulation Manager, BBC Publications, 35 Marylebone High Street, London W1M 4AA.

Art and machine sewing

The fifth project wallet in Dewhurst's "Learning About Sewing" programme is called *Machine Embroidery*. It contains leaflets and folders on techniques, equipment, mounting and stretching an embroidered panel, and "young ideas". There are photographs of work produced by schoolchildren and professionals as examples. The materials come in a blue plastic wallet.

Other wallets in the programme are *Soft Toys, Patchwork, Cushions* and *Table Linen.*

Further details about the "Learning About Sewing Programme", which also includes sewing manuals, graphs and wallcharts, can be had from: Valerie Parker, English Sewing Ltd, 56 Oxford Street, Manchester M60 1HJ.

Detailed sketches

by Keith Stapylton

The Airport. By Mike Petty.
Camping. By Ron Brand.
Space. By Peter Fairley.
Conservation. By Jenny Mackewn and Angela King.
Jonathan Cape, 30 Bedford Square, London WC1. 99p each.

These four information packs are published by Jackdaw in association with Thames Television's *Magpie*. Each contains about a dozen sheets of information which would interest children from about nine upwards. However, if the packs were to form the basis of a more intensive work, the children would need to be a few years older.

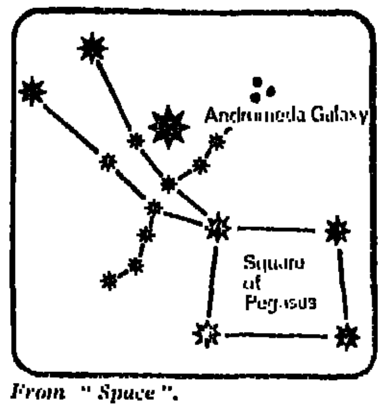
The contents are interesting and are presented in a stimulating way. The danger with this sort of material, of presenting a welter of information rather sketchily, seems largely to have been avoided.

The pack on *Conservation* includes a look at what conservation means, man and his environment, a town park, hedges, trees, food, useful addresses and a bibliography. *The Airport* studies the airport, careers, an emergency, liveries, the control tower, and aircraft types.

Space asks: "Is there life in outer space?" and covers space stations, the space shuttle, the moon, our solar system, the world's largest rocket and the astronaut. *Camping* gives information on going on a camping trip, equipment, food, knots, exploring the camp-site, and so on.

A typical sheet, from *Space*, shows on one side a cartoon of the arrival of the Viking space-craft on Mars and, on the reverse, photographs taken by Viking, information on the three craft which have landed on Mars, a discussion of the possibility of microbe life, plans for the future, statistics and facts.

The full colour sheets are printed on stiff paper and the layout is imaginative. They are all printed on both sides, so that two sets would normally have to be purchased if the packs are to be used for display. The format is more colourful and generally more interesting than the parent *Jackdaws*, although sturdier wallets would have been an improvement.



From "Space".

Inevitably there are many details which a pack does not provide, and with the exception of the more matter-of-fact *Camping* set, few specific tasks or lines of work are suggested. Teachers would need to provide these.

New Guinea gatherer.

Lifestyles in a nutshell

Longmans have brought out a series of slides each of which is a study of a real person in his or her own country. The series, called "Lifestyles", aims to give lower secondary schools the means to provide a profile of people who live and work in developed, semi-developed and under-developed areas.

Each person is involved in a primary, industrial or service occupation. Those involved in primary occupations (agriculture and fishing), for example, are an American stock rancher, a Brazilian Jangada fisherman (not yet published) and a Tanzanian cooperative farmer. The slides can be used separately or for comparative studies.

Other titles in the series which have already been published are *A French Farmer, A Mexican Silver Mineworker, Ghanaian University Teacher*, and *New Guinea Gatherers*. Three more will appear in the spring of 1978 and the remaining nine after that.

The sets cost £2.95 from The Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

American stock rancher.

Ballet without illumination

Talks on Ballet
Beryl Grey, Marie Rambert, Adeline Genée
Each £3.03 plus VAT and p&p
Audio Visual Productions, 15 Temple Sheen Road SW14 7PY

The idea of making available on cassette short talks on the ballet by people like Dame Marie Rambert, Beryl Grey and Dame Adeline Genée seems at first a good one. Stories about pioneer days, insights as to how a ballerina approaches her art—even the accents and tone of the speaker—sometimes make absorbing listening.

This selection, however, gives the impression of being chosen on the criterion of what was easily accessible to the publishers rather than of special interest or suitability.

The Beryl Grey tape is a cut version of a talk given nearly 20 years ago; the Marie Rambert tape could well be used in a BBC staff training course to illustrate the stilted techniques of early broadcasting. Only Adeline Genée's talk survives the test of time.

Dame Adeline (1878-1970) was one of the most popular artistes of the Edwardian theatre. In those days two theatres, the Empire and the Alhambra, were rivals for ballet-going London audiences. Each had a *corps de ballet* of about 70 dancers, and between 35 and 40 musicians.

They usually danced two lavish ballets in a performance evening, based on subjects of wide appeal. The classics were not considered to be in that category.

Giselle was ruled out because of its sad story and graveyard scene, *Coppelia* was thought too old and too long. Only when Dame Adeline presented the Empire Theatre with a "No *Coppelia*; no *Genée*" ultimatum was the ballet staged. It was a success.

Dame Marie Rambert's tape begins with a conversation between her and Karsavina, Diaghilev's great ballerina.

The content is often frustrating. In reply to Dame Marie's question about her impression of Nijinsky's choreography for *The Rite of Spring*, Karsavina answers: "I found certain passages quite poignant, such as the Dance of the Sacrificed Maidens." That is all we hear, before the conversation goes on to other things.

After seven minutes or so of this tantalizing torture, Dame Marie talks for a few minutes about the turning points in her career—seeing Isadora Duncan dance, Diaghilev, working with Frederick Ashton, her own production of *Giselle*, and travelling with her company abroad.

The last voice is that of Beryl Grey, recorded when she was 32. Whereas Dame Adeline described an era, and Dame Marie and Karsavina recall on the whole particular people and their influence, Miss Grey talks more specifically about the dance—the ideal of dance as music made visible, the importance of repose within the movement, the teacher's responsibility to bring out the student's personality, her own career, the effect of the war on British ballet.

It is all spoken in a semi-formal style, laced with the kind of phrases that people do not quite use any longer—"It was all rather like a fairy story", "A wonderful dream come true".

Since none of these talks lasts longer than 15 minutes, each cassette carries about 45 minutes of blank tape.

Rosemary Hartill

After the quake

After the Earthquake is the title of a new "photoset" produced by Oxfam's Education Department. The collection of twelve pictures aims to show what happens to one area affected by an earthquake. The area chosen is Guatemala which suffered a quake in February 1976 in which 22,000 died.

Teachers' notes are included giving details of life in the affected parts of Guatemala and of the measures taken after the quake.

The photographs can be bought in two sizes: 10in x 8in and 13in x 11in. The smaller pack costs 35p and the larger 50p. From: Oxfam Education Department, 274 Banbury Road, Oxford OX2 7DZ.

Studytapes Limited, publishers of audiotaped courses on a large range of subjects, have appointed Educational Productions Ltd, of Wakefield, as their sole agents in the United Kingdom.

Under the new agreement EP are licensed to reproduce Studytapes' textbook and tape courses and to provide all marketing and supply services.

Corrections

The authors of "Wheels within Wheels" (*TES*, November 4, page 30) were incorrectly described as working for the Avon Resources for Learning Project. They are, in fact, independent evaluators, on the staff of the University of Bristol and based at the School of Education Research Unit.

The author of the pack "Options for English: The Pied Piper File" (reviewed in the *TES*, November 4) is Janet Andrews not Janet Williams as stated.

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Pictorial record of Royal events throughout 1977

SPECIAL ANNOUNCEMENT
SCHOOLS PROM 1977
November 28 and 29
Royal Albert Hall

140 gallery places for Tuesday, 29 November have become available at 50p each. To reserve places please telephone the Royal Albert Hall Box Office on 01-589 3203 or 8212, or call at the Royal Albert Hall, Kensington Gore, London SW7.

This advertisement is dated Monday, 21 November and is the latest information at the time of setting the type.

Cottage industry

FRANCES FARRER on Nottingham's Museum of Daily Life

Just behind the Trip to Jerusalem, Nottingham's oldest pub (1189), is a row of seventeenth-century artisan dwellings which have recently become the Museum of Daily Life.

The cottages have had a chequered career. They stand on a site contained within Castle land which was for many years outside the jurisdiction of the constabulary and therefore an ideal sanctuary for villains.

At other times perfectly respectable coopers, dyers and brewers lived in the cottages, which are close to the river. From 1908 employees of the Water Department were housed there. And in the Second World War the cottages and nearby caves were used by the Home Guard.

Now the cottages at Brewhouse Yard belong to Nottingham Council, and have been restored very simply to present a picture of urban domesticity from about the middle of the eighteenth century. The work has been done on an extremely restricted budget: £7,500 so far, of which £1,500 had to be spent on carpet and a burglar alarm.

But Suella Postles, the enthusiastic American who has got it all together, is not daunted by cash problems. "*I think it's still fun when there's not much money*", *she says.* "*You can risk making everything look very cute in a project like this.*"

Cute, it certainly isn't. The rooms are simple without being spartan. Some are arranged to show the inside of an artisan home, as kitchen, bedroom, and sitting room. Others have more conventional museum displays: cases containing games, samplers and funeral cards, syringes and patent inhalers as well as changing small exhibitions.

Although some of the exhibits have come from the Castle Museum, many more have been donated. "The response was amazing", says Ms Postles. "As soon as people heard about it we were almost overwhelmed with items and offers of help. We couldn't possibly have managed without them."

Only items with known histories and Nottingham connexions have been purchased, ruling out antique dealers almost entirely.

Suella Postles is hoping for more involvement with schools. The museum has its own schoolroom which can be used by visiting children. Dressing up in period costume for role play is a strong possibility. Activities such as lace-making and bread baking, using the museum's old equipment, are planned for week-ends with the voluntary help of the Friends of the museum.

The future for Brewhouse Yard *looks rosier than for many grander museums at the moment because although money is obviously helpful they are prepared to manage with very little if necessary. Ms Postles* has a pioneering spirit. "The Friends have supplied skilled help such as carpentry which we couldn't possibly have afforded to pay for", she says, "and if we want things done, they nearly always know people who can help." Which gives the enterprise the authentic homely, artisan atmosphere.

Brewhouse Yard Museum is in Castle Boulevard, Nottingham. The telephone number is Nottingham 411881, the education officer is Margaret Mitchell.

Crafty art of the fairground

by Jüri Gabriel

The Fairground.
Whitechapel Art Gallery until December 18.

Half the material in this modest exhibition so enthusiastically and successfully organized by Ian Starsmore in conjunction with the Whitechapel Gallery is historical; the other, and in sense more important half because it demonstrates a continuing tradition, is either contemporary or nearly so.

There are nineteenth-century carvings ranging from rather zany Dentzel rabbits and superb Anderson gallopers, constructed with all the intricate precision of Japanese puzzle boxes, to a dragon's head reminiscent in style — though perhaps not in scale — of seventeenth to eighteenth-century Chinese wooden temple carving. There are juke boxes, antique amusement machines (don't miss the magnificent "Marksman" made in 1914) with accompanying knowledgeable chat from the Pinball Owners' Association, blow-ups of woodcuts and engravings, an enormous collection of old photographs for sale at 15p each, and late nineteenth-century engineers' drawings from Savage's, the Rolls-Royce of ride manufacturers. There is a large working model of a fairground by *F. J. Loades* and a slide show which illustrates some of the problems of the showman's life, and which ends with a brief but effective colour essay on the visual aspects of the fairground.

And then there are assorted special events (ring 01-377 0107 for dates and times). Of these Shirley Cameron and Roland Miller's is the only one that promises to ruffle the nostalgia-seeker's feathers. If their set and accompanying slide commentary is anything to go by (no performance on press view day), the audience is in for the sort of rather wet, free kiddie treats normally reserved for the foyer of the National Theatre. The irony is that, in discussion, they display all the qualities so laboriously excluded from the work itself. Beware of the sudden "significant for who" in your back, and remember your Tom Wolfe.

The focal point of the exhibition, however, is the work of Fred Fowle, a modest genius of 63, whose only serious rival is Edwin Hall. (Edwin Hall's is the Ben-Hur front that dominates room 2.) As graphic design his work is breathtaking. Utter sureness of touch, total control of visual depth, articulation and colour balance; masterly use of outline to give an almost cloisonné effect; innovation so right as to be imperceptible. An ever-open mind (comic books, marble fireplaces, flowers, anything and everything is a potential source of inspiration) and a generous heart (Fred will give away his trade secrets to anyone who cares to ask).

See the exhibition, marvel at the crafty art of it. And then look around you at the next fair you visit, because what you are seeing are genuine British primitives rather than the camped-up variety that one finds in commercial galleries.

Careers and social dimensio

by Owen Surridge

Further Exercises in Careers Education
David Cleaton and Ray Heppell
Careers Consultants. £4.50.

With so many careers teachers crying out for practical aids David Cleaton's *Further Exercises in Careers Education* is sure of a welcome. It is a useful addition to the file of *Exercises in Careers Education* which he published last year and it offers a series of projects in the social dimension of working life, which careers teachers are increasingly recognizing as an important factor in worldly success.

The exercises cover such topics as reasons for the choice of a job, likes and dislikes at work and in other people, holidays, self-assessment, sources of advice, community organization and the economic and human problems involved in running a business. Each of the 15 exercises is clearly set out. The aims and preparatory work are described and there are hints about the running of the lessons. These details will not inhibit the experienced teacher but will be a great help to anyone new to the subject.

Since these exercises tially supplementary vious publication (inc pages are perforated fit into it) it is prising that this coll more limited and there slight duplication of topic theless Mr Cleaton has le scope for still more ex the matter of self-employ may sound ambitious, but underrated option that scant regard in careers

There is one drawback exercises place a great emphasis on the opinions participants; while these relevant and even use should not be allowed to the development of selfe and the aim of self-deter Successful careers have carved out in the teeth tion and disapproval.

The publishers tell me original set of exercises available, at £4.95 including leaf binder. Both sets together cost £8.95. They lished from 12-14 Hill mond, Surrey.

From "Floor Toys", one of a number of slide sets produced by E tional Productions on "Early Learning Activities".

Elaboration and addition

by Nigel Richardson

Making the Modern World
Workcards by Tom Allan
Longmans, Harlow, Essex. 95p each set.

Longmans have recently produced workcards to go with the books in their history series *Making the Modern World.* Each pack comprises 15 cards, three copies of a card for each of the five books in a particular section of the series.

The books are well illustrated and racily written, with short, pithy sentences and a dramatic style which will appeal to the second or third-year reader and some older pupils. Thanks to careful editorial work, the level and mode of presentation of the texts are remarkably consistent.

Tom Allan's workcards repeat or elaborate on some of the questions already posed at the end of the books, but they also add some useful new work. They will help the reader to develop a number of important historical skills; chronological sense through the construction of timelines and other diagrams, map reading and drawing, comprehension and an understanding of cause and effect.

The pupil is often asked to explain the meaning of a key word, thus encouraging careful study of the text and the use of a dictionary. Historical writing is encouraged by the demand for short notes miniature biographies, while tions closely related to the graphs, help to increase power observation. Each card ends a summing up section in which reader is invited to assess the term causes and results of the he has studied.

Admittedly the books and cover much familiar ground. are at their most thoughtful stimulating when dealing with moral issues which so many publications take for granted ignore. The huge costs of exploration are contrasted with the problems of the world's starving millions. More able pupils have an interesting time critiques of the New Deal than the usual arguments in fa of it.

These workcards are full of ful material and so are to be recommended. Whether the tions they pose would have better included in the books whether they contain any m which most classroom teachers not have devised for themselves another matter. Heads of d ment with budgets already su may well decide that the themselves are enough and extra questions can be p more economically by indi teacher initiative and the du ing machine.

Projected attachments

Griffin and George's new halight projector can be used in several ways by biologists and geologists, says the firm. It has an attachment which takes a small water cell so that live animals such as daphnia and hydra can be observed and measured.

Using polarising filters and a micro attachment the projector can be used as a polarising projection microscope for observing stress patterns or thin rock sections.

The projector costs £49.60, the lamp £7, polarising kit £6, micro attachment £23.73 and for each set of three live cells the cost is £4.20.

Further information from Griffin and George Ltd, 285 Ealing Road, Alperton, Wembley, Middlesex.

Draft release

Alkens Drawing Supplies are offering two new drafting stands. The model S folds completely flat for storage or transport, and is made of coated steel tube. The Cub is said to be adaptable for use as a work table as well as a drafting board. Prices, inclusive of drawing boards, are £103 for the model S and £72 for the Cub.

Alkens Drawing Supplies Ltd, 31 Sidcup By-Pass, Sidcup, Kent.

TALKBACK

Schools apart?

John Darby

The Education and Community Project, based in the New University of Ulster and funded by the Ford Foundation, set out to study the similarities and differences between schools attended by Roman Catholic and Protestant children, and teachers' perceptions of the two school systems.*

The central study was located in eighteen schools in the triangle area bounded by the towns of Coleraine, Portrush and Portstewart, and based on interviews with principals, teachers, parents and members of management committees. This was supplemented by a postal questionnaire circulated to 250 primary and secondary-level schools throughout Northern Ireland.

The two sets of schools were similar in their day-to-day routines. There were close resemblances between the daily programmes of their principals and the qualifications of teachers; within the classroom there were close parallels in their use of streaming, setting and *integrated* curricula; they shared a common hostility to parental involvement, and were generally unenthusiastic about community projects. There were similarities in most aspects of day-to-day school activities.

Clergymen or their nominees occupied two-thirds of the places on Catholic schools' management committees, and about half the seats on controlled schools; Catholic schools, however, were less likely to have parents' or teachers' representatives on their management committees.

The greatest difference was the high level of religious segregation of pupils and teachers. Almost threequarters of the schools responding had no children at all from a minority religious group, and only 1.5 per cent of the teachers taught in schools where they formed a religious minority.

Some evidence emerged that there were elements of a shared culture, in terms of common teaching materials, visits to the same cultural centres and sports played in school. In the triangle area this was further strengthened by close relationships between primary schools.

Not only were joint activities common, but there was a tendency for some neighbouring Roman Catholic and Protestant primary schools to establish particularly close contacts. In these "twinned schools" the neighbourhood factor appears to be as important as the religious one; the level of contact between them was closer than that between either school and its denominational counterparts in the triangle area.

The triangle study, based on interviews with sixty principals, teachers and parents, focused on two issues—how the teachers perceived each other and each other's schools, **and what they thought about the broader issue of segregated schooling.**

None of the teachers had first-hand experience of teaching in the other school system, and all acknowledged their ignorance of how it might operate. It was felt that, in day-to-day matters, the differences would probably be minor. Despite this, there were differences in how teachers perceived each other's schools.

There was a tendency for Protestant and Roman Catholic teachers to describe the other's schools in quite different terms. The most common characteristic attributed to Catholic schools by Protestant teachers was the dominant role of the church. Descriptions of Protestant schools by Catholic teachers frequently included such terms as "cold", "rigid" and "more academic".

These descriptions were used with great consistency. There was no case **of a Catholic teacher referring to clerical influence in controlled schools, and no Protestant teacher** described Catholic schools as cold or rigid. Whether or not these judgments are accurate is another matter: they were made by the same teachers who had earlier expressed complete ignorance of each other's schools.

There was almost unanimous concern about the social consequences of educating Protestant and Roman Catholic children in separate schools. Many strongly believe that, regardless of the operational similarities between the schools, separation encouraged the development of suspicious and hostile community attitudes among children.

The other response was the equally widely held view that the universal introduction of integrated schooling was quite unthinkable as anything but a long-term prospect. Reasons for this opinion varied considerably.

Many Catholic teachers were un**enthusiastic about integration; for some this view arose from the value which they placed on the Catholic** ethos in education—a concept which many mentioned but none could define—while others feared that integration was, in fact, a euphemism for absorption into the state system, with most of the changes and career threats falling on the Catholic side.

However, even those teachers, Roman Catholic and Protestant, who favoured integration emphasized the massive administrative and political problems inherent in its introduction. The great majority felt that short-term integration was not feasible.

The major implication of these widely held opinions is that the emphasis in the immediate future should be on the establishment of more fruitful and constructive relationships within and between the existing two sets of schools. Points of contact should be improved; the "twinned schools" may be vehicles for strengthening existing trends.

Perhaps more important, at a time when institutional reorganization is about to take place in Northern Ireland, it is essential to ensure that no scheme is adopted which further polarizes its schools along the existing divide.

John Darby is lecturer in social administration, New University of Ulster.

* *Education and Community in Northern Ireland: Schools Apart?* by J. Darby, D. Murray, D. Batts, S. Dunn, S. Farren and J. Harris.

Lethal statistics?

Michael Syer

Norma Gibbes recommends (Talkback, November 4) that the DES should collect many more statistics about "any pupil who is not perceived as white". Such statistics seem necessary because black parents often hear that their children are disadvantaged at school, but lack evidence either to support their complaints or to dispel their fears.

This challenges any assumption that equality of opportunity already exists, or that black children are disadvantaged only through being concentrated in areas where unemployment, inadequate housing, etc, are shared by equally disadvantaged white neighbours.

There is a clear need for evidence to reveal the true picture. However, statistics can be dangerous weapons. Quite different "needs" may be claimed, and indeed fulfilled, by the methods suggested. Evidence might be claimed to support racist theories of under achievement, and used to justify racist policies or propaganda.

The very existence of the "numbers game" can reinforce the view that blame lies with the disadvantaged themselves — that if only there were fewer of them, the problem would disappear. This game effectively pre-empts the kinds of explanation it seems reasonable to consider.

The collection and recording of statistics is fraught with difficulties. How would the children, and information about them, be categorized? Who should do the recording, and how? To whom should records be available? Might not the very keeping of records tend to create expectations of differential behaviour?

However well-intentioned, such expectations might increase rather than decrease negative discrimination. The collection of statistics depends upon an unlikely consensus of what it is "rational" to record, on super-efficient and benevolent recorders, and on an unattainable non-ambiguity of categories.

The dangers entailed in the compilation and recording of statistics can be compounded by their subsequent use. Even non-racists may mislead or be misled when large amounts of data are condensed into "useful" summaries. The evidence of the Metropolitan Police to the Select Committee on Immigration and Race Relations, in 1976, is worth recalling.

Their report claimed that, of 103,252 persons arrested in 1975 for indictable offences, "12,640 (i e 12 per cent) were classified as being apparently of West Indian or African origin. Comparing this figure with the estimated black population—4.3 per cent—a disproportionate involvement is indicated".

But, as Mark Bonham Carter pointed out, these figures are misleading. "Roughly half of those convicted of indictable offences are under 21. Whereas about 7.3 per cent of the population of the Greater London area can be inferred from the census to be coloured, the proportion rises to 12 per cent of the adolescent age group. More important, in the inner-city area (where crime is highest), 18 per cent of adolescents have parents born in the new Commonwealth."

Moreover, the report's figures concerned arrests, not convictions —a matter of some importance. Other statistics in the report were also misleading. Arrests for robbery in Brixton, for instance, increased by 466 per cent between 1969 and 1974. In fact, this represented 34 arrests, instead of six.

Both official policy and action by parents should be based on informed opinion rather than ignorance. The worst dangers lie in bureaucratically centralized data collection.

If the DES were to require all schools to collect information categorized according to definitions that were decided centrally, ambiguities and misinterpretations would be inevitable. This was so even of the apparently simple counting of "immigrants" according to the Form 7(I) definition.

Research would be less dangerous if it were independent—directed, conducted and interpreted by people who themselves experienced the difficulties of these exercises. Of course, ethical, political and scientific problems would still obtain. But some measure of independence would at least minimize dangers that would be inevitable if statistics were collected through the DES, as Ms Gibbes suggests.

Could not the DES sponsor research by the very people she hopes to help? The department could finance full-time research officers to assist such locally initiated research.

Michael Syer teaches part-time at New College, Durham.

Splitting up the ILEA

David Smith

There is considerable concern in London about the functioning of the Inner London Education Authority. Many believe that the authority should be split up, with its functions being devolved to the constituent boroughs. This would make the Inner London boroughs education authorities in their own right, as is now the case with Outer London boroughs.

Although this scheme has its attractions, it must be borne in mind that school rolls will soon be very low in many of the inner boroughs. For example, it is estimated that the school population of Kensington and Chelsea might fall below 10,000 by 1984. This would result in a very small education authority compared with authorities such as Kent, Lancashire and Hampshire, which have school populations approaching a quarter of a million.

After reorganization of local government in London in 1963, it was decided to retain the London County Council Education Service, but to give political control to the newly constituted ILEA. This authority is made up of those 35 Greater London councillors who are elected for Inner London constituencies, together with a member nominated by each of the 12 constituent Inner boroughs and the City of London.

The borough nominations mean that political control can change as a result of the London borough elections, where education is at best a peripheral issue. This, and the fact that the authority can be controlled by a different political party from that in power at County Hall, leads to the confusion of those electors not especially interested in the complexities of local politics.

The result is that the ILEA is the only education authority not directly accountable to the electorate. This probably explains why so many feel it is remote and unresponsive to local needs. And the demands on the time of those Greater London councillors who also serve on the ILEA are considerable.

There is little doubt that the authority has much in its favour. Its size is such that it can attract and retain high calibre senior staff, and it has an excellent reputation for the provision of schools for the handicapped, and in further and higher education.

A more satisfactory method of securing adequate accountability and ensuring a quicker response to the needs of local communities would be to have direct elections for the authority, linked with more administrative devolution to the existing divisions of the authority.

Direct elections work well in the United States, but there is no precedent for this within local government in Britain, if one excludes the Education Board in the Isle of Man.

If the membership were to be based on Parliamentary constituencies as is now the case for the Greater London Council, it would result in an education authority with 35 members, each of whom would be more likely to have an especial interest in education. It would also enable the electors to consider their attitudes to education separately from other political issues.

These elections could be held at the same time and for the same period as for the Greater London Council, and should a candidate feel that he or she has the time to spare, there would be no reason why they should not stand for election to both authorities.

At the same time, a deliberate attempt should be made to give more autonomy to the divisions within the authority, which in eight out of 10 cases correspond geographically to the boroughs. It would be necessary to create two more divisions, since two of the existing divisions include two boroughs in their areas.

Within each division an advisory council should be set up, with nominated members from the borough council as well as representatives of the governors and teachers from schools within the division, and possibly including other interested local organizations such as employers' federations. This would ensure that local opinion is heard.

Direct elections would also have the advantage of achieving a limited degree of local government reform, without the disruption that inevitably follows more radical reorganizations.

David Smith is Opposition spokesman on further and higher education, Inner London Education Authority.

‘When I was at school I’d have got belted for that’

Dave Laing on an open week with a difference

At Eastfield Secondary School, Lightcliffe, *near Halifax, the penultimate week of the summer term is Open Week. "Eastfield Experience", as it is called,* includes special exhibitions and the normal range of evening events—the swimming gala, fashion and physical education shows, an educational forum.

But the main emphasis is on the opening up of normal teaching for parents, representatives of local industry and anyone else to come in and observe. At any particular time during the week about half the lessons are open to all-comers.

The scheme was started in 1975 by the head, D. A. Cameron. This year his aim was to orientate Open Week towards the themes of the great debate; the nature and content of contemporary teaching, the relevance or otherwise of school to work.

Accordingly, the central exhibition was designed, in the words of the official brochure, "to show that present methods in education still incorporate the basic facts necessary to the understanding of a subject", although "the presentation is more meaningful and relevant".

The exhibits consisted of comparative examples of teaching materials and pupils' work from 1957 and the present day. Particularly striking was a maths presentation, in which practical instances from the construction industry were contrasted with traditional textbook methods of learning theorems.

In the classroom the advances in teaching methods were perhaps not so immediately apparent to the lay observer. In a first-year science lesson a bemused mother watched as children wandered about and chattered, while the teacher circulated from one group to the next. On this occasion another member of staff happened to be on hand to explain, to the parent's satisfaction, the order behind the apparent chaos.

Such a "follow-up" is probably necessary for most parents, who would otherwise compare their schooldays with these and simply conclude, "when I was at school I'd have got belted for that"—the reported reaction of another first-year mother.

The problems of relating to parents who sit in on lessons pale before those of persuading them to come at all. The number of visitors in 1975 and 1976 had disappointed the staff, and this year extra efforts were made to publicize the event.

The head made statements to the local press, letters were sent to 80 firms and members of industrial training boards, and a school drama group toured the locality playing in the market place, bus station and pub car parks. The performances of the German passion play, *A Way With Surly Husbands,* were well received, causing one elderly lady to remark that "Eastfield School has put Lightcliffe on the map".

As a result, attendances were up on the previous year, though by far the greatest numbers were at evening events. A session for September's intake and their parents drew well over half those invited. While parents were inducted into the operations of the school (and taught the distinction between school uniform and school dress), the children participated in a black light puppet show. *Sight and Sound,* a music and fashion show, had an audience of 250.

In stark contrast, an educational forum drew only a dozen or so parents, most of whom were there to criticize the "non-academic" nature of the school, at least in the view of one teacher. Despite a comprehensivization policy dating back a decade, Eastfield is still a secondary modern, having been "on the conveyor belt for eight years", in the words of its deputy head Richard Bailey. The latest of several reorganisation plans has recently been submitted by Calderdale Metropolitan Council.

Daytime visitors to Eastfield totalled about 100 for the week, not as many as anyone would have liked. Nevertheless, this probably represented some 10 per cent of parents of the school's 900 pupils, in an area where many face problems in finding time to attend during school hours. Eastfield's constituency is predominantly working class and a mixture of urban and rural.

Out of three fourth year girls I spoke to, one had a parent visiting the school. A second explained that both her parents worked, and the third that there were animals "out the back" for her mother to look after. The first girl was unimpressed: "If they really want to come, they'll find time".

Ironically, as the head pointed out, too great an attendance would tend to affect the normal classroom atmosphere that was maintained during Open Week. Twenty people instead of two at the back of the class would affect the behaviour of the pupils, and probably of the teacher too.

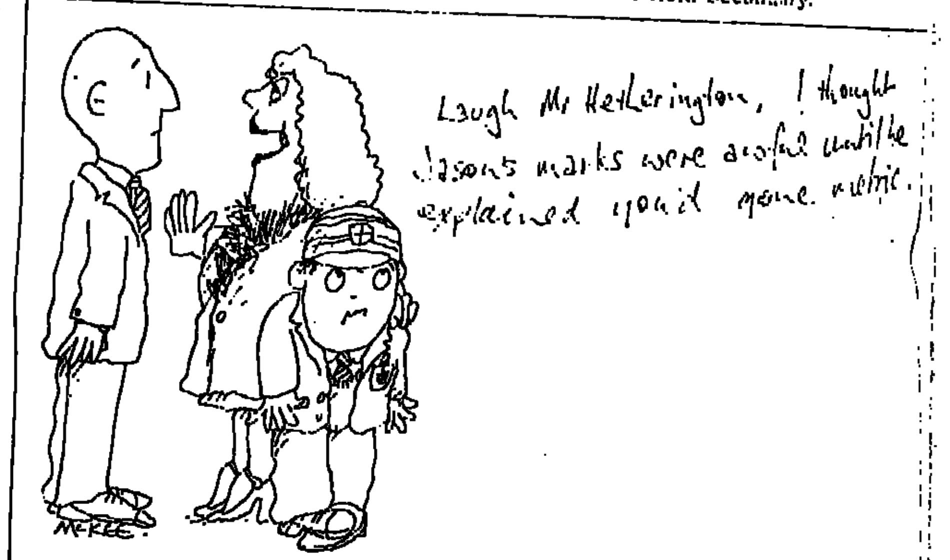
If there was a breakthrough, it came in the relationship of the school to local industry. Here, too, the response rate was about 10 per cent, but Harvey Heap, head of maths, was pleased with the reactions of the industrialists.

Visitors from local companies and the textile industry training board had been able to see modern techniques in the teaching of maths and technical subjects, and to discuss them with staff. He felt they had been convinced that the new methods worked, and hoped this would see the start of closer li between the school and local industry.

A straw poll in the staffroom on Fri afternoon found general support for the O Week idea. Someone felt that the princ of accountability of teachers to the comm ity included the need to be open to inspec by parents and others.

Another teacher was disappointed th parents didn't often have much to say t when they did turn up. He wondered whet this was because "in some ways, we're cl to the children. In being with them, we re-examining our own youth and school in a way that parents don't seem to."

Most accepted philosophically the re tively low attendance of parents in les though one remarked that "sometimes I f like footslogging round the council es and dragging them out by the scruff of t neck". But the problem of involving parents in education is far from being pec liar to Eastfield Secondary.


Laugh Mr Hetherington, I thought Jason's marks were awful until he explained you'd gone metric.
McKEE

Showing teachers the way

Michael Merwitzer and Mark Tobin call for a major change in the priorities of educational researchers

One of the aims of the Green Paper has been to consider the feasibility of establishing some control over the curriculum and teaching methods. In an atmosphere of accountability, where teachers are being required to justify their practices, it advocates a "survey" of "what's going on in the schools," as a prerequisite for informed decision making.

Here, as with many questions surrounding the great debate, educational researchers could make an important contribution; but only if they are prepared to make massive changes in their priorities.

In considering the feasibility of a common core curriculum, one reason why knowledge of "what's going on in the schools" is necessary is that, while some practices may be desirable in all classrooms, the suitability of others may vary with the context in which teachers work.

There are some things a teacher in one class might rightly decide to teach, that one in another class might rightly decide not to teach. There are ways of teaching certain things that a teacher in one class might find effective, but a teacher in another class ineffective or, worse still, counter productive.

Knowledge of what happens in classrooms is needed for informed decision making on curriculum content and teaching methods. On this the Green Paper appears to agree, but what sort of knowledge, and how it should be collected and used, is less clear.

Records, questionnaires and HMIs' reports have been suggested as sources of information. Although useful, they do not provide the detailed information necessary to understand the needs of teachers and pupils in different settings.

If policy statements are made in the absence of knowledge of what happens in different contexts, there is a risk of encouraging insensitivity to the teaching needs of individual schools classrooms and children. To prevent this, we need to know what happens when different curricula and methods are employed in different contexts. For example, what factors influence the success or failure of integrated studies, streaming and resource based learning in urban, rural and educational priority areas?

Research is needed to discover the problems teachers and children have with particular methods, the teacher strategies which have been found useful in helping to solve problems. For example, what problems do first-year secondary school children and their teachers have over curriculum content and teaching methods, and what strategies for relieving them have been found effective?

"Classroom-based researchers" would seem to be best qualified to carry out this research. Judging from progress so far, and recent criticisms of educational research, it is doubtful whether they are up to the task.

Educational researchers are typically interested in testing hypotheses derived from theories scarcely relevant to the concerns of teachers. Current educational research—even most classroom-based research—has little to offer them. The way it is written, and the concepts it employs, often alienate teachers.

Those doing the research need to have prolonged exposure to the classes studied, including discussions with teachers and pupils. "Ethnographic" or "anthropological" research comes some way to meeting these requirements, placing special emphasis on describing the "realities of classroom life" as experienced by teachers and pupils. What is needed is the application of these methods on a large scale to the questions underlying the great debate

Many people seem to assume that the key to change within classrooms lies outside them; educational "experts", government ministers and local authorities are seen as the ones with important decisions to make. Legislation appears to be the solution favoured by some. But there would be a risk here of encouraging insensitivity to local or individual needs.

A more effective alternative would be to help teachers make more informed appraisals of their own practices, and more informed decisions as to how to change them if necessary. Because of the complex nature of classroom learning, teachers are the ones best qualified to assess the suitability of curriculums and methods in their own classrooms. They are also likely to work better using curriculums and methods that they, rather than somebody else, have decided are appropriate.

Educational researchers could help here by producing research reports that teachers could use, in appraising their own practice and considering change; and by meeting with teachers and helping them to do their own research.

Research needs to be directed towards asking questions to which teachers, not academics, want answers. As well as asking the right questions, the report needs to be written and presented in a readable, interpretable form. All this would require a turn-about in present practice.

The job of researchers is usually confined to the collection of data. While they may interview teachers, this is mainly to elicit information for the research report; any benefits accruing to the teacher are by the way.

In fact, the researchers' training makes them wary of influencing the teacher, and thereby contaminating the results. Yet researchers could help teachers to improve their teaching, simply by entering into a dialogue with them, in which they evaluate their current practices.

On the basis of their own observations and testings in the teacher's class, the researcher may be able to clarify what is going on in the classrooms, and what might happen if changes were made.

An extension of this approach is to help teachers do their own research. This may involve providing them with techniques for diagnosing the personal and learning needs of pupils, assessing the efficacy of materials, curricula or different teaching methods. Many apparently complicated research techniques could be used by teachers if they were shown how to use them in their classrooms.

Research can help to promote and monitor improvements, but only if it is prepared to change considerably. If not, an atmosphere of accountability is likely to spread into educational research, and rightly so. Teachers need to feel that they can use researchers as well as be used by them.

Michael Merwitzer and Mark Tobin are in the department of educational research, University of Lancaster.

EXTRA

Music

Enthusiastic appreciation at last year's Schools Prom

A little hope and glory

A curtain raiser to the Schools Prom by Hilary Finch

Three months ago, the last ticket for the Schools Prom was sold. In five days' time (unless your TES arrives late) it will all be over. And you will have read about, talked about, and eavesdropped on conversations in the row behind about the high level of musical aspiration, the credit due to teachers, parents and local authorities, the way that music stubbornly thrives against all odds.

Each year it happens, each year it is reported—and if you are interested enough to be reading this, you probably know enough about the history of the Schools Prom anyway.

So what is new behind the curtain this year? You may have noticed that the prom breeds a greater variety of types of performers in two evenings (even in one evening in 1975, if you remember) than many concert halls do in six months.

In the first prom there was a steel band, a recorder group, a dance band, a wind quintet: last year a brass band appeared, as well as a jazz group, a percussion group and an early music group. This year there are still more surprises: a guitar ensemble, a band of bellringers, a string quartet, a clarinet quartet, and two groups from the Soviet Union.

It is interesting to watch the way in which the prom, in the types of groups represented each year, reflects changing directions in school music all over Britain. Take the Holme Valley Guitar Ensemble, for example. Not so many years ago, the guitar was very much the preserve of the solo player. Now, ensembles and orchestras are popping up all over the place—Keith Overton's group of 12 players from the West Riding are certainly one of the best. They will be playing Byrd's "Earl of Salisbury's Pavan" and Vivaldi's Andante in E minor from the double lute concerto on the first night of the prom. See if you think it works. . . .

And then there are the Rowlands Castle Ringers from St. John's primary school, in Hampshire. You may have seen them on BBC's *South Today* last summer; on both Monday and Tuesday evenings they will be playing McDowell's *To a Wild Rose* and Bynge's *Elizabethan Serenade,* both arranged (in alphabetical notation) by their leader, Diana Sims.

She started the group four years ago and now trains a new team each year, as the fourth years move away into their secondary school. After the Albert Hall, they will be thinking about chorales from Bach's Christmas Oratorio and a concert in Portsmouth.

As the sound of English bells, evoking Elizabeth and the English rose fades away, and at just about the halfway point of the concert on both evenings, comes the biggest treat of all this year. Two Soviet groups, the "Ivushka" Song and Dance Ensemble of the Technical Colleges of the Tambov region (Monday) and the Syguedeck National Song and Dance Ensemble of the Komi Autonomous Soviet Socialist Republic (Tuesday) will be singing about their motherland, dancing a quadrille, singing unaccompanied folk songs—and there are one or two items that promise to be not quite so solemn as the groups' names. . . .

If you were at the prom last year, or if you live near London, it is more than likely that you'll have heard—and remembered—the Kingsdale School Dance Band. So no more puffs for them. But the man who formed the band in 1968 and entered them in 1971 for the National Festival of Music for Youth, moved to Hillingdon in 1974 and started up his own group, collecting children who were not involved in any sort of music making, and forming the Hillingdon Borough Beat Band. Ted Martin (head of woodwind in the borough) took his group of 25 to Germany for 11 days in July; little did he know then that on a Monday night in November, he'd be playing the other side of the interval from his big brothers.

Jackie Thomas is in the fifth form of a Middlesbrough comprehensive: five years ago, she and her brother and two other members of the Teesside Youth Orchestra decided to form the Cleveland String Quartet. From a remarkably wide repertoire, they'll play, on Tuesday night, the second and third movements of Shostakovich's Third Quartet.

Was this a friendly gesture to our Soviet visitors? Jackie Thomas assured me that their choice was based on purely musical considerations: they've played and enjoyed the fifth and eleventh quartets before, and just thought they'd try another. They decide between themselves what to play and this is one they all happen to like very much.

Vivaldi rubbing shoulders with Art Lester: Purcell bowing out to Clare Grundman; Shostakovich heralding Aberdeen's Ron Forbes—where else but in a School Prom? And, of course, there must be Elgar, this year safe in the hands of Surrey's and West Glamorgan's youth orchestras, assuring us that, as far as musical performance is concerned, anyway, we can still allow ourselves a little hope and glory.

From singing to pop

The new battle ground in musical education. By Tony Attwood

In the early days there was singing. Then came the general availability of the gramophone and class singing time had to be shared with musical appreciation. But the trouble with musical appreciation was that those doing the appreciating were not, at least in the strict sense, actually doing anything actively musical.

Of course it was argued, you can be "active" in your listening, but who is to tell when a child in the corner with a glazed expression on his face is actually appreciating and when he is day dreaming?

And so appreciation had to take one step back and share its time allocation with "creative" music making. Spurred on by the writings of John Paynter and Brian Dennis (among others), the music teacher cast aside his record player and brought out the classroom instruments.

To be fair, both Paynter and Dennis emphasised the need for the creative activity to be part of a series of lessons in which a theme or concept was dealt with from all angles—including listening to records which related to the project. But somehow this new approach to appreciation often got left on one side in the desire to get on and do something musical and active.

But then, no sooner had the "creative" area of work gained a firm foothold than the pop music movement reared its head. However, almost immediately this movement started it became apparent that it was, in fact, not one movement but two.

One group of advocates of pop saw it as an extension to the creative music-making approach, again with the emphasis on children always "doing something musical". The other group, based in London schools, and once referred to by an alarmed teacher as the "Young Turks" of music, started from a completely different position.

They concerned themselves particularly with inner city schools and took a long hard look at the practicalities of actually teaching music in some of the country's most difficult educational establishments.

Singing, they argued, was still possible in the first and second years if the children were willing to accept the songs they were asked to sing. This meant finding songs which were relevant to their everyday lives—and the solution was found in pop songs.

These were generally not pop songs that the children had heard on record (which usually led to a weak imitative style of singing, complete with Americanized vowel sounds) but songs taken from LPs which the children would find new, but nevertheless acceptable.

But singing would not work with third years secondary, and above—they simply did not want to sing

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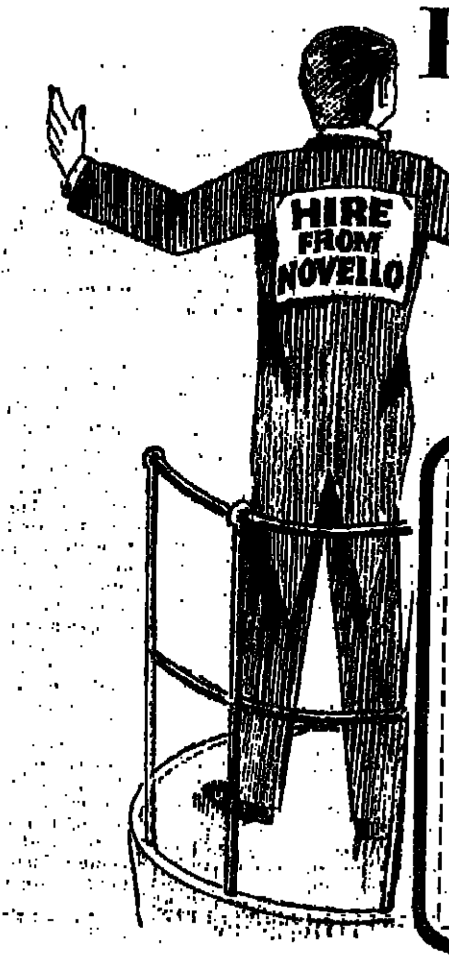

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Gordon Gluyas

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Providing the hazards

Tim Albert meets the Rehearsal Orchestra

The Rehearsal Orchestra in session.

An unusual but useful British training orchestra has celebrated its 21st birthday this year by launching an appeal for £38,575 for each of the next five years. The money is to go on administration costs, an enlarged programme of courses, and on 15 scholarships which will enable young musicians to participate. The scholarships are to be named after the late conductor Rudolf Kempe, a former patron of the orchestra.

At the appeal's launch earlier this year, the orchestra's president, Sir Charles Groves, said: "There is a gap in the professional life of orchestral musicians in this country. Notwithstanding the excellent material that is to be found year after year in the institutions, those of us who are associated with the orchestras always find it extremely difficult to recruit the right type of player, in particular string players."

The orchestra in question is the Rehearsal Orchestra. It was founded by Harry Legge, then a viola player with the Royal Philharmonic Orchestra, during the 1957 Edinburgh Festival. The idea was to enable interested and talented young people to study and play through—in other words, rehearse—during the day the music that the major orchestras were due to play in the evenings.

The first sessions were in the University Union, in Edinburgh. "It's the most resonant hall in the world", says Harry Legge. "We had to put rugs on the walls to dampen the sounds."

The watershed had been the successful persuasion of Sir Thomas Beecham to be the Rehearsal Orchestra's first patron. Inevitably, there is an anecdote here. Harry Legge recalls: "When I first asked Sir Thomas he said, 'But it always rains in Edinburgh'. I said that was the point, and that the Rehearsal Orchestra would enable us to keep out of mischief out of the rain. He said, 'Do I have to do anything?' and I said no. He said 'Do I have to pay anything?' and I said no. So he agreed, and that's when it got off the ground."

continued on opposite page

One of the younger members of The Rehearsal Orchestra.

The orchestra has come a long way since. The 1977 programme, for instance, consisted of two courses in Edinburgh (one of which was of an opera) an eight-day course in London and several weekend and day courses at London, Liverpool, Manchester and Stowe and Rugby schools. Works rehearsed included Wagner's Tristan and Isolde, Verdi's the Force of Destiny, a Mozart piano concerto, a Weber clarinet concerto, Holst's planets and Stravinsky's "The Rite of Spring".

The eight-day London course takes place at the Royal College of Art (right next to the Royal Albert Hall) during the proms season. Harry Legge says: "The Edinburgh Festival is not quite as prestigious as it used to be, but the proms are becoming more prestigious. What we do is play some pieces during the day and then go to the concert in the evening. We can get a block booking at the Albert Hall for £1.50 a ticket; at Edinburgh we get no special cooperation and the cheapest ticket costs us £3."

Many of the courses—which range from £1.50 for one day to £48 for a week in Edinburgh with accommodation—usually end in a public rehearsal. Experienced conductors sometimes take part, as do soloists such as James Galway or Kyung Wha-Chung. Things can go badly wrong: in the first year the final programme had to be hurriedly changed because the trombone section—all members of the Scots Guards who were taking part in the Edinburgh Tattoo—could not get away from their barracks.

About 80 people at a time attend. Some of them are as young as 14 and the average age is about 21. Some are at schools and colleges but others are quite experienced music teachers of well-qualified players who, for some reason such as marriage, have not taken up music professionally.

Sara Binding, the Rehearsal Orchestra's secretary, says they select applicants according to experience; there are generally too many flute players and not enough string players, but only about ten people a course are turned down.

"The Rehearsal Orchestra meets several needs", says Harry Legge. "The need of young players who want to learn orchestral playing and the orchestral repertoire. It meets the needs of the soloists who sometimes need an orchestra to practise with, and we are planning to have master classes attached. It meets the need of opera singers as well.

"After college you used to be able to go somewhere like the Hastings or Folkestone orchestra to get experience. But these have all folded up now and there's nothing between the colleges and the major orchestras. The colleges are supposed to teach people an instrument, but they are only there for three years after all.

"I use the analogy of driving a car. If you pass the test you can go on the roads, but you won't have met all the hazards. Our job is to provide the hazards. If you go into an orchestra straight from the music colleges, it will be some time before you are no longer a passenger."

The Rehearsal Orchestra is at 1, Montague Street, London WC1 5BP.

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in class. A new approach had to be found. The old style musical appreciation lesson was a non-starter as the children found it hard to appreciate a musical culture which was totally alien to them.

Also, it soon became clear that it was equally hard to listen to music that was part of the children's own culture, with the class remaining silent and attentive. The problem was that the dictates of youth culture today told the pupils that pop music must be appreciated as background.

The teacher who wanted to use it as foreground was, in the pupils' eyes, simply unaware of what pop was all about, and so did not deserve to be taken seriously. The only exception to this was progressive rock which is often listened to with care, but, unfortunately, this style of pop does not appeal to most 13 and 14-year-olds.

The third possibility for the "Young Turks" was to consider the "creative" approach. This certainly seemed to keep the inner city child occupied and happy. Everyone could be given something to do, everyone was making music. It looked good from the outside; it was easy to justify. Maybe the class teacher did go home a nervous wreck, but we all have to make sacrifices.

Unfortunately, such arguments come up against serious difficulties when one considers that catchword of the Newsom report so many years ago—relevance. Just what is the relevance of banging a chime bar three times and then hitting a cymbal with a soft stick after the door has been opened and shut (twice), to the outside world? Does this sort of activity really develop the inner-world of the child?

Research is desperately lacking in this area, but the answer does seem doubtful. And so the Young Turks cast this form of creativity on one side.

Which leaves only pop: exactly where the rebel group started. Actually getting all the pupils to play pop on electric guitars and the like, as the rival group of pop-pundits suggested, seemed to be out of the question. The equipment is both incredibly noisy and expensive and the organizational difficulties involved in dealing with a class of 30 (or even a class of 15) in an average school are immense.

Not only this, but the activity itself is also essentially highly skill intensive. Should only those with the skill to play rock guitar be able to join in?

However, pop music is the culture of the majority of young people today, and, so the argument goes, music education has for too many years ignored the majority and concentrated on the minority. By switching over to a direct concern for the majority, the minority will not get lost, for music departments are swarming with visiting instrumental teachers who have devoted their lives to working with tiny minorities. The majority of pupils it is argued, should now be looked after.

But what (apart from singing pop songs in the first two years of secondary schools) are the majority to do? The small group of London teachers have come up with some intriguing suggestions in both practical music making and fields that have traditionally been considered outside the music teachers' field of competance.

Their main practical notion is for a full class of 30 third years pupils. Here, the class is supplied with 15 acoustic guitars and worksheets of chord symbols. The pupils work in pairs, learning the basic chords and playing to each other. Everyone works in one room—no one seems to mind the noise at all.

Then after a pair of children, working at their own speed, have mastered a couple of chords they start to play a chordal accompaniment to one of the songs they learned to sing in the second year. Then back to the chord worksheet for more chords, and on to another song. By the end of a year virtually everyone in the class has attained a basic mastery of the instrument.

It is all done in one room without outside help. The teacher spends the lesson walking around watching and listening, and giving help and encouragement. Those who have guitars at home can practice there, but even those whose only access to the guitar is the twice weekly music lesson still pick up the techniques quickly.

There is no emphasis on traditional notation—no time signatures or treble clefs—only chord symbols and songs they already know. The net result is everyone playing a "real" (as opposed to "classroom") instrument.

However, this is not all the new theorists have to offer. They have argued strongly for music teachers to produce courses which look into the children's own musical culture, courses which relate today's music to today's society. Generally in the past such work has been seen as the role of the social studies teacher, but, it is argued, the music teacher should also have a share of the action. A piece of pop music clearly is the result of a variety of social, economic and political forces which the young student should know about.

Thus, it is suggested, pop music is the culture of the young people today, but it is in the hands, not of the young (although they usually make the actual original sounds) but of older people such as the studio engineers, record company directors, press officers, radio programme producers, musician union executives and so on.

The smash hit record *God Save the Queen* by Sex Pistols shows how a large number of those people running the industry can, in fact, be totally out of touch with the youngsters. Numerous record companies refused to allow the Pistols to record the song, every single legal radio station in the country refused to play it, but nevertheless the teenagers went out and bought it in their thousands.

However, the industry's control over pop culture is rarely allowed to slip as it did in this case. There is, perhaps, little children can do to win back control of their own music, but at least they can be made aware of who is, in fact, in control.

Thus the London "Young Turks" see the music teacher as taking on a much wider role than has traditionally been the case. Immediately the old-guard have hit out against them—John Paynter, at a conference addressed by leaders of Schools Council projects last June, dismissed all work related to the social aspects of music in one sentence. The practical pop band of educationists still rally their supporters with the call to be actively doing music rather than talking about it, and the real traditionalists fight a rearguard action calling for a return to "real" music.

However these arguments progress one thing is certain, music education is going to continue to be an exciting battle ground for several years to come.

Tony Attwood is a lecturer at the ILEA Cockpit Arts Workshop.

"The Pop Workbook", a class text-textbook for 13 to 16 year olds by Tony Attwood and Paul Farmer is being published this month by Edward Arnold.

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"Our concern with new music is, or ought to be, with the vital role enacted by today's composers in the community . . ."

A network of good intentions

By Robin Maconie

Deciding what to do about the Contemporary Music Network is not easy. That there is a problem that must be decided is certain, and it is a complex problem as well. Inventing new music is a hazardous and socially thankless vocation; originality in music as in any art form means hard work for the beholder, a penalty of labour that has to be paid before the work yields up its measure of repose; performers with the courage to dedicate themselves to new music deserve to be heard, appreciated and adequately rewarded.

There is much therefore to approve in the idea of disposing funds specifically for the wider dissemination of contemporary music. The Contemporary Music Network is an attempt to do so. That the attempt is sincere is not in question. New art is essentially a product of the city: city patronage, city excitement, and city sophistication of taste. For this reason the propagation of new music is ordinarily regarded as taking performers from the cities where they make a living and engaging them to play new music in the provinces where they would not normally appear.

Looking back over the list of composers and works represented on the Network series since it began in 1972, one is bound to acknowledge an honest, and within certain limits, discriminating choice of material aimed at reaching a balance between the twentieth century classic figures and the present day, often local, explorer. Jazz has not been neglected, and the third stream category of music where intuition and intellect meet is also well represented in Contemporary Music Network programming.

The present season follows a pattern of organization established over the years. Annette Morreau, of the Arts Council Music Department, on the advice of the British Section of the International Society for Contemporary Music, puts together a series of programmes from ensembles available for touring during the autumn and winter months, when concertgoing in the cities declines.

The chosen ensembles are not exclusively British: in 1975 Les Percussions de Strasbourg toured, and this year the New York chamber ensemble Speculum Musicae makes its debut, not to mention the Globe Unity Orchestra, a third stream combination with a complement of German participants.

Having "booked" the groups for seasons of a week or more, the Network then makes their programmes available to the many regional arts associations as a subsidized addition to their own concert schedules, with the further incentive that what they take in ticket sales they may keep. The Network office also provides backup literature, posters and, where appropriate, material for media use.

Nevertheless, in spite of the zeal of its organizer, notwithstanding the unstinting admiration of as distinguished an observer as the American patron of contemporary music, Paul Fromm, and even after having consolidated its position in the British concert scene over a number of years, it is apparent to doubter and defender alike that the Network is not succeeding in attracting the audiences at whom it is aimed, and is not significantly changing regional attitudes to contemporary music.

This is the more ironic since Britain's musical tastes as a whole have been changing for the better. The revival of early music in recent years is manifested as actively at provincial level as in the cities and universities. The recent history of school and youth music, as chronicled by the National Festival of Music for Youth, is one of dynamic growth and innovation.

Year by year the BBC's Henry Wood Promenade Concerts gain in range and discrimination, and have done much to consolidate public respect for the indigenous composer. The list does not end there.

Why then is the Contemporary Music Network periodically visited by a failure of nerve? There are many reasons. It might be said, for example, that the message of contemporary music is lost on those remoter communities for whom a live concert of any music at all is a rare occurrence.

That would imply more touring concerts of all types (such as are proposed by the Menuhin live Music Now project) on a scale sufficient to sustain interest in what the Contemporary Music Network provides. Or it might be said that the regional arts associations are failing to generate enough support for the series.

What problems the regions may have in taking on the administration of concerts imposed from London—and the sense of obligation, justified or not, may seem real enough to bodies dependent in the final resort on central funding—are not made any easier by the Network's inability to provide a very necessary follow-up service. Ensembles that appear one year before small audiences are frequently requested by regional authorities for a following year, with the prospect of much better attendances.

The Network, with a commitment to first performances and first appearances, cannot meet these requests, and even if the same ensembles were available independently, it is unlikely that they would be able to play on terms as reasonable as the Network's multiple-concert scheme allows.

These difficulties are further complicated by structural difficulties within the Arts Council and its constitution. At ground level, Annette Morreau, who organizes the Network singlehanded, needs a full-time publicity assistant to liaise with local arts associations and the media. The Arts Council either has no funds to provide such assistance, or it is unwilling to engage in what might be construed as too active an effort to make the Network a popular (i e financial) success—or in any event, less of a liability.

The Arts Council is not supposed to make a profit, even though making a profit might not be separated from attracting the popular support for new music that is a prime reason for having a Contemporary Music Network. In part this reluctance in promotion may also signify, or give the impression of signifying, a latent absence of conviction in the contemporary music it supports.

There is nothing quite like Arts Council sponsorship for reinforcing the ghetto image of neglected art, especially if its promotion is based on such an image. "Contemporary Music" is such a ghetto to many people, conjuring up a Wildeian picture of the uncritical pursuing the unplayable.

In any case, "contemporary music" as a specific category is essentially a twentieth century urban concept. They do not recognize such distinctions in country towns and villages where all live professional concerts are equally rare and contemporary. Taking new music may be good for community health, but it ought not to be marketed as a necessary if disagreeable specific against vitamin deficiency.

Our concern with new music is, or ought to be, with the vital role enacted by today's composers within the community, and that role cannot be fulfilled by present-day troubadours acting in a vacuum.

Until the composer is established as a working member of the community, however, the function of the Arts Council through enterprises such as the Contemporary Music Network is bound to be partly educational. The present support of the scheme by universities and polytechnics gives credibility to this view.

If it were possible to bring the Contemporary Music Network and parallel enterprises in the other arts under the umbrella of education, it is likely that the scheme might attract more funds and be more effectively promoted than at present. The difficulty in this regard is that the Arts Council may not give its support to overtly "educational" projects, and that the DES would not, on past experience, view contemporary music as an appropriate subject to be promoted under its aegis.

This attitude is part of an old set of conventions, and there are signs that it may change: it has begun to change with respect to early music, and there is reason to hope that contemporary music may eventually also be regarded as of educational importance. This would have the desirable consequences of making funds available on a substantially greater scale for new music, and of ensuring that new music were promoted in places of education where audiences of the future may be reached, backed up furthermore by adequate teaching material.

There can be little doubt that the local school in Britain is coming increasingly to act as the focus of the musical community in out-of-town areas, and that this growing importance is manifesting itself in a degree of initiative in musical affairs, such as the commissioning of new works that would have been virtually unthinkable less than a decade ago.

The educational dimension of art gallery or library function is taken for granted nowadays: it should be taken for granted where music is concerned, and obstacles at present in the way of realizing that educational purpose should be removed forthwith.

In the meantime, though, what may be done to improve matters? Personally I would favour detaching jazz and promoting it separately as entertainment of an esoteric sort. I cannot believe that the "contemporary music" label is either an apt or a useful audience incentive for improvised music, though the financial support must be an incentive

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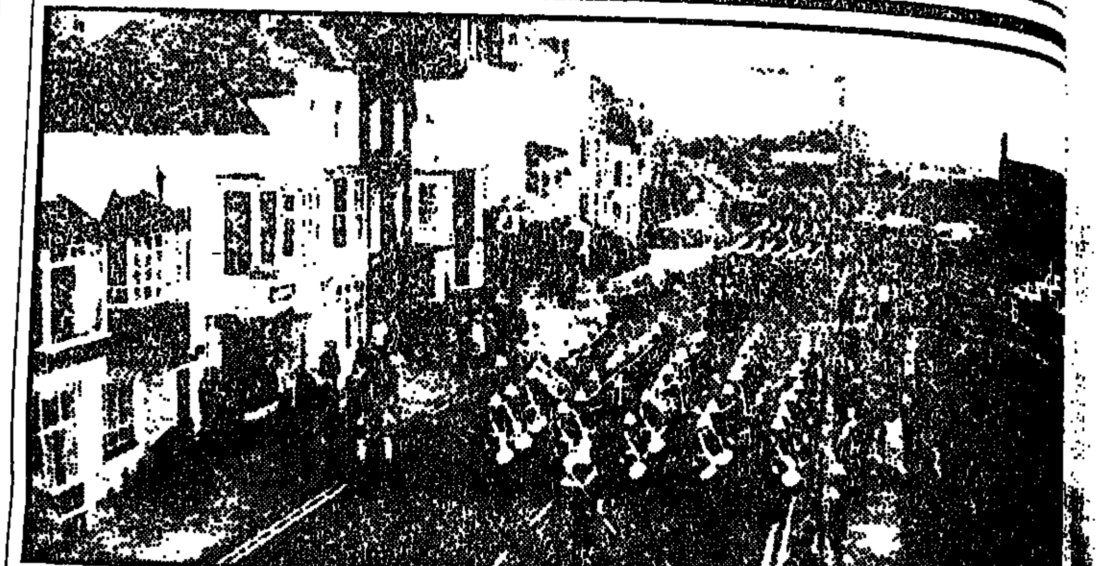

The band of the Royal Marines School of Music plus the Royal Marines of the Depot Royal M Deal, exercising their right to march through Deal, drums beating, bayonets fixed.

On the flight deck

The Junior Band of the Royal Marines School of Music. Report by Adeline Ha

The Junior Band of the Royal Marines School of Music are among the youngest and most versatile of professional musicians. With an average age of 17, they sound as dashing as they look when they strike up on the flightdeck of a carrier, at Wembley, in the Royal Festival Hall or at a cathedral service. What kind of training turns out these smart young players?

The boys are recruited at 16, straight from school, and have eight terms—two years and eight months—at the Royal Marines School of Music. News has just come that it is to move to Portsmouth, but since 1950 it has been at Deal, Kent, in two great barrack blocks, one of which was designed as a naval hospital during the Napoleonic wars.

Across the parade ground the building hums with the usual "noises off" of a music college—chromatic scales from some brass instruments, Chopin on a distant piano and, less predictably, a burst of dance music from elsewhere. A Royal Marines musician has no chance of being either a narrow specialist or inadequately grounded in musical playing or theory.

The school is divided into junior and senior departments. Junior musicians do a strenuous day's work from eight in the morning till 4.20 pm in subjects which include general education, religion, physical training and sport, and, of course, the famous Royal Marines ceremonial drill.

The senior department provides further courses for serving musicians, who come back to the school to qualify for promotion to NCO and officer ranks. The school also takes groups of enthusiastic Commonwealth students on short courses.

The boys are recruited after two days of auditions and interviews. Some already play an instrument, others start from scratch. There are some four applications for each available place, and it takes a practised eye to spot talent and potential for the life and work of a Royal Marines musician.

Training starts with a six-week introduction to basic military discipline, personal and domestic cleanliness, foot drill, physical training and an adventure course away from Deal. For this the latest group went off to Scotland for two weeks. After that the boys spend 90 per cent of their time playing their instruments.

Each week they have three or four 45-minute lessons from highly-qualified civilian music tutors, and these are closely followed up in classroom and practising room coaching under the supervision of uniformed instructors from the Royal Marines Band Service. Instruments are owned and maintained by the school, though the boys may buy and play their own as well.

There are plenty of opportunities for playing together in chamber music and jazz groups as well as in the band and orchestra. The 40 boys in the Junior Band get an appetizing foretaste of service life by beating retreat outside the Guildhall, in London, and by playing at local concerts, soirées and regattas. Recently they provided the ship's band on the Commando carrier HMS Hermes on trip to Copenhagen.

Because the 11 bands of vice have to function as orchestras, dance and string as well as military bands, m play two instruments, and are ingeniously arranged for the changeover. So a will play both flute and B fl phone, clarinet and violin or violin and cornet or double bass and trombone bardon, cello and euphonium bombardon, cornet and piano

The only musicians who play one instrument are oboes, bass solo clarinets and solo cor French horns and percuss which feature in orchestra as as military band. The staff ba of the Royal Marines School, co ducted by Lieutenant Colonel Neville, principal director of RM, can give an impressive formance of a symphony co It goes to frequent engage abroad and at home, and has some fine broadcasting and rec ing. Rehearsals at the school be recorded by closed-circuit vision, so that players and conductors can assess and imp on their performance.

The music library at Deal some 10,000 scores, including 100 national anthems. One of jobs done at the school is harmonizing and arranging for formance by all service bands new anthems for emergent The Junior Band can look back a long and distinguished his but their training is for active vice in the world of today tomorrow.

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to the players and the music deserves support.

Something must inevitably be done to improve communications with the public; in this respect the Network, and probably the regional arts association representatives as well, evidently do not have the kind of managerial competence required, and they must either be trained or the Network farmed out to a professional public relations concern.

Of the alternatives the latter is probably preferable in the short term: the funds necessary for a public relations programme might be steep, but might equally lead to an increased intake of earnings. Clearly the profit-taking incentive at present given to regional arts associations is not working, and should be given to an independent body capable of profiting from it.

It is a fact of life that it takes a professional body to win the support of local business, broadcasting and the newspapers, not to mention the record industry. The chronic weakness of contemporary music in the record industry is intimately related to the absence of professional resolve among its ordained patrons.

A second change, one which has been considered and rejected in the past, is to leaven the contemporary music on offer with other kinds of music. We are now living in a post-contemporary age, in the sense that we are now aware that there is much to discover in the art of former times and other places, as well as that of today.

It should be possible, and is certainly desirable, that the achievements of the past seventy years be comprehended in a context of musical history, and of musical discovery which recognizes no chronological limits. The Contemporary Music Network, or rather Music Network without the "Contemporary", should have fewer ensembles and more soloists and smaller groups. Its programmes should encourage what is new in music whatever the period, whether it be a previously unknown Renaissance composer, a forgotten Liszt transcription, or a piece of Webern juvenilia.

The financial difficulties faced by specialist ensembles such as The Matrix or the London Sinfonietta, difficulties alleviated to some extent by Network support, deserve urgent and sober consideration, but the Contemporary Music Network should not be regarded as a state life-support system where society has failed.

Third the whole selection procedure must be freshly evaluated. Though the Network has had conspicuous successes in its concert syllabus, it has also had damaging failures. These arise from a system of preferment in the contemporary music profession that evinces a singular lack of concern for social or musical values, and a cynical opportunism in appropriating, by mutual recommendation, available funds.

That the British Section of the International Society for Contemporary Music is one of the few bodies by which an aspiring composer might hope to win recogn does not render it immune to charge, where the support of Bri composers is concerned, of prac ing his friends. That would no quite so bad if one could assured of the good quality of music benefiting from its pa ment.

That assurance cannot be believed. There are fashion nonentities in contemporary m and too many of them find ack ledgment in Contemporary M Network programmes. The 19 is too obviously a vested int and alternative advice should sought: there are a suffi number of informed critics who are not composers and no aesthetic axe to grind in any event, the Arts Council ought to take a firmer responsibility selection of Network artists it does.

A final point arises. If Contemporary Music Network to grow and not merely survive an index-linked pension, some will have to be found for original music now taking the regions to achieve recog and a wider circulation from centre.

The diffusion of knowledge not a one-way process: disseminated from London ou to the provinces generate in an undertow of activity that deserve to be promoted in but which in any case ought be monitored as an indicat where regional aspirations The public good is not nece commensurate with what chooses to like.

Of great authenticity

David Foulger recommends some recent recordings of early keyboard music

The remarkable revival of interest in early music in recent years, is reflected in the record world by a great number of discs from many different sources, with some companies creating special labels for them.

One of the most outstanding issues of Elizabethan keyboard music is Christopher Hogwood's monumental four record set of Byrd's *My Ladye Nevills Booke*, which was copied towards the end of the sixteenth century, but was not printed until early in this century. The collection consists of fantasias, dance movements such as the Pavan and Galliard, and sets of variations of which the best known are *Sellingers Round* and *The Carmans Whistle*.

Four different instruments are used throughout the recording, modern copies of sixteenth century originals, from a small virginal, two harpsichords, one sharp toned Italian style and a richer sounding English instrument, and a delightful sounding chamber organ. This is not a set to play straight through, but rather to dip into, a side at a time, for not even Mr Hogwood's skill as a performer, can hide the naievety of some of the pieces (L'Oiseau Lyre D29D4, £11.95).

If this set is beyond your means then I would recommend the same performers' disc of keyboard works by Orlando Gibbons. Once more he uses a selection of different instruments, but this time they are originals, an Italian spinet and a Ruckers harpsichord, both the property of the Victoria and Albert Museum (L'Oiseau Lyre DSLO 515 £3.99).

The truly great flowering of harpsichord music came in the early part of the eighteenth century. By then instrument makers were producing harpsichords of great beauty both to hear and to see, particularly in France where Francois Couperin and Rameau were the outstanding composers.

I have recommended Kenneth Gilbert's superb set of the complete harpsichord music of Couperin before. The series consists of 16 records, the last eight of which are coupled in two box sets of four LPs each, but unfortunately it is getting very difficult to obtain copies of some of the earlier single records issued by RCA.

These performances, on modern copies of Tasquin instruments, are models of their kind, in which the melodic line is never obscured by the highly elaborate decorations which cover the music, and the infectious rhythmic lift of Kenneth Gilbert's playing brings this enchanting composer to life (RCA SER 5720-3 and LHL 4 5096, £11.40).

An almost equally successful series of records by the young English harpsichordist, Trevor Pinnock, is the recently completed set of Rameau's harpsichord works. On each of the three discs (CRD 1010, 1020, 1030 £3.99 each) he uses a different instrument, each one a beautiful modern copy of instruments by Tasquin and Dulcken.

The choice of appropriate instrument is exceedingly important if this music is to make its full impact. The weightier sounding German instruments or the sharper Italian and Spanish makes would not flatter this refined and sensuous style, whereas the clean light quality of these French instruments is perfect for these suites and musical miniatures.

Colin Tilney, another fine English artist, is also very sensitive to the right sounding instrument for particular music. For his disc of 14 Scarlatti sonatas (Argo ZK5, £2.50) he uses a single manual instrument made in Florence in 1782. Perhaps historically a little late for Scarlatti, but Mr Tilney argues in his sleeve note that its, "sharp attack and instant tonal decay", are aptly suited to Scarlatti's imitations of bagpipes, drums and guitars, and is able to prove his point on this well recorded disc.

Colin Tilney has also made two records of Handel's Eight Harpsichord Suites, on Archiv (2533168, 2533269, £3.99 each). The first disc, which includes the *Harmonious Blacksmith* variations is played on a single manual instrument made in Hamburg in 1710, sweet toned and with enough sustaining quality to do justice to Handel's melodies.

While for the four suites on the second disc he uses a two manual instrument by a different maker of 18 years later, which has a very rich and sonorous sound. The playing once again is very stylish and deeply committed, and incidentally each disc contains an illustration of the instrument being used.

Bach's keyboard works are for the most part well represented on disc, and it is therefore very extraordinary that there is no satisfactory version of the Forty Eight Preludes and Fugues available, on either harpsichord or clavichord.

I recommended Gustav Leonhardt's fine version of the Goldberg Variations, in my articles on building a record library, and would enlarge this aspect of your collection with Thurston Dart's recording of the six French Suites (L'Oiseau Lyre SOL 600/9 £2.50) on a clavichord. This is quite one of the best recordings of this intimate and delicate sounding instrument which I know, and Mr Dart's extremely sensitive playing is a joy to hear.

Further harpsichord recordings of Bach's music which give great pleasure are by the French harpsichordist, Huguette Dreyfus, who plays the six English Suites on two different eighteenth-century French harpsichords. The set occupies three records (Archiv 2533164-5-6 £3.99 each) for Mme Dreyfus plays all the repeats, but I am sure no one will complain about listening to this music twice.

Huguette Dreyfus has also made a most fascinating record of keyboard music by Bach's most famous son, Carl Philip Emmanuel Bach. The inherent drama of this music, produced by strong, dynamic contrasts and chromatic writing, which is obviously written for the early form of piano, are played on a late eighteenth-century Viennese Fortepiano (Archiv 2533 327 £3.99).

The last two records I would like to mention are of early nineteenth-century pianos from the Colt Collection. Malcolm Frager includes Beethoven's Appassionata Sonata, in a recital which reveals much in Beethoven's keyboard writing which is puzzling on the more powerful modern grand (Oryx 1804, £1.99).

Finally, a record of piano music by Alkan, friend of Chopin and Liszt, and played by his greatest advocate, Ronald Smith. The flamboyant writing emerges with great clarity on a beautiful Erard instrument. What it lacks in volume (by modern standards) it makes up for in its silvery tone (ORYX 1803, £1.99).

The most important musical factors revealed by performing music on instruments contemporary with its period of composition, is a gain in naturalness of phrasing, articulation and dynamics. Bach's contrapuntal writing, or Beethoven's heavy basses emerge with a greater clarity, and teach us what adjustments can be made to present these works on the modern grand piano satisfactorily.

How fortunate we are to live in an age when we can hear so much music, in performances of such great authenticity, simply by playing a gramophone record.

The function of notation

By Robert Walker

Music existed long before music notation was invented. Moreover, music flourishes quite independently of methods of representing sounds by visual shapes. A composers' view of notation is given by Bartok in his assertion that the only true notations are the sound tracks on recordings.

If the function of notation in musical practice is to be an exact visual counterpart to sound then Bartok must be right. But this has never been its function. From the very earliest, notation has served only to remind performers of what they should know already. Staff notation will not inform a performer how to play or sing; it will merely remind him of the moves needed to create certain sound structures. If the appropriate moves are not known, the notation cannot fulfil this function.

Graphically, staff notation cannot even be a guide to the outlines of a musical event which exists in sound: it is certainly not an integral part of the creative expression, even if it could be said to contribute to the creative act by virtue of its symbolic function. It might even be argued that, because of electronic methods of recording, a visual record of an auditory event becomes redundant.

But instead of being merely an adjunct to performance, can notation be considered an integral part of creative expression in music? It is clear that staff notation cannot, since its function, both in historical and contemporary use, is essentially that of an aid to memory and (most important in this context) is usually dispensed with in actual performance.

In order to be a part of the creative expression, notation, which is perceived visually, must express something relevant to, or correlating with sound in an aesthetically pleasing manner. It is not part of the creative expression to be a code for reminding performers of movements necessary to produce appropriate sounds; this is staff notation's contribution. But can one find visual equivalents for auditory events, or is it feasible to take an idea and satisfactorily express it in both visual and auditory space?

That information can be transmitted cross-modally has been demonstrated experimentally by a number of people including Bryant at Oxford, who exposed this ability in babies under one year old. In schools there is a tendency to structure stimulation aimed at a single modality viz, seeing or hearing. But we perceive through touching, hearing, smelling, tasting and seeing, and by all, or some in combination. Since development is affected by all types of sensory experience it would seem logical, not to say rewarding, to be concerned in the educative

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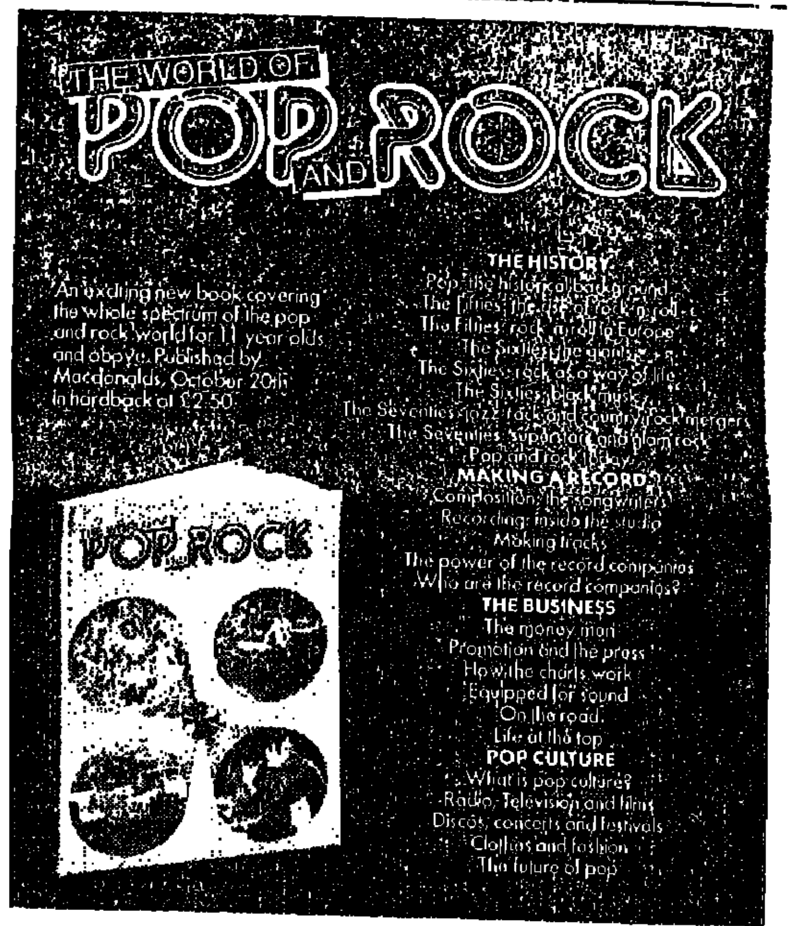

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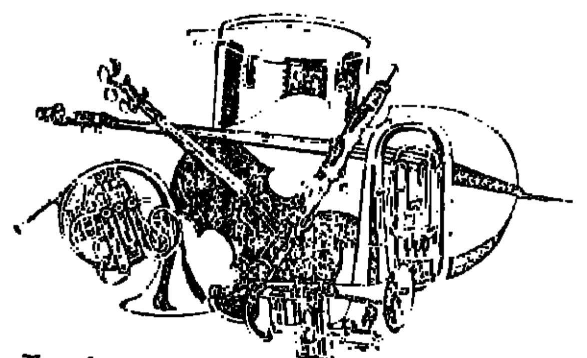

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processes with meanings imposed on all types of sensory stimulation.

Outside the school environment children are open to much more varied and complex sensory experience. The media, in particular, uses visual and auditory effects to such a degree that cross-modal awareness in vision and sound is now highly developed. This being the case, we should be examining this type of stimulation and exploring the significance of cross-modal sensory awareness and communication in the development of children, both normal and handicapped, and assessing its likely role in the curriculum in schools and colleges.

Recent activities in schools concerning seeing and hearing have produced many attempts at cross-modal expression, often of a loose, unstructured and possibly unrewarding nature. Before any assessment of a likely role in the curriculum is possible it is necessary to examine the nature of auditory visual expressions whereby each attempts to complement the other.

A most common form of this type of expression is where an arbitrary symbolism is used to link visual and auditory space. In this type to the spatial deployments of various geometric shapes, for example, or to the patterns on a leaf, or to physical movements around an enclosed space can be ascribed various auditory movements. The problem is that this is often so esoteric as to make communication of the meaning almost impossible without explanatory verbal information.

My experience in this field suggests there are at least three types of auditory/visual expression: (1) arbitrary symbolism, (2) ordered symbolism, and (3) correlating symbolism. The differences between these types are to do with the nature of cross-modal relationships between visual symbol and sound.

Arbitrary symbolism ranges from verbal notations, such as Stockhausen's "From the Seven Days", to graphic notations by Earl Brown, Cage, etc., and those of the type described above whereby no kind of ordered relationship exists between the visual display and the sounds related to it.

An ordered type of symbolism is one where musical practices are symbolised systematically by visual shapes. Staff notation is an example, and here certain visual symbols have auditory meanings of a systematic nature. A minim, for example, has an ordered relationship with a crochet or a quaver, etc., and, in turn, this is reflected in a similar ordered relationship with the sounds each represents.

A correlating symbolism, however, is one where the dimensions of the visual shapes have a correlating rather than an ideational relationship to sound.

In a composition with sounds that cannot be satisfactorily notated using the staff, some other type of symbolism is needed. When children compose, they often use arbitrary symbolism as they attempt to find notations for their sounds. One example from my own experience is where a class was asked to compose a piece for continuous sounds with only dynamic levels controlled. Any pitch area, timbres, or durations could be used but dynamics were to be kept low.

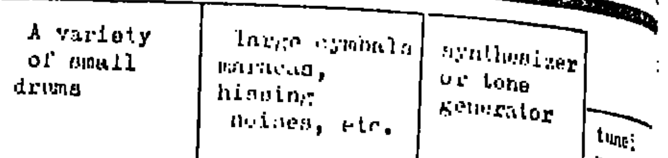

A variety of small drums
large cymbals maracas, hissing noises, etc.
synthesizer or tone generator
tune
perc

Diagram 1.

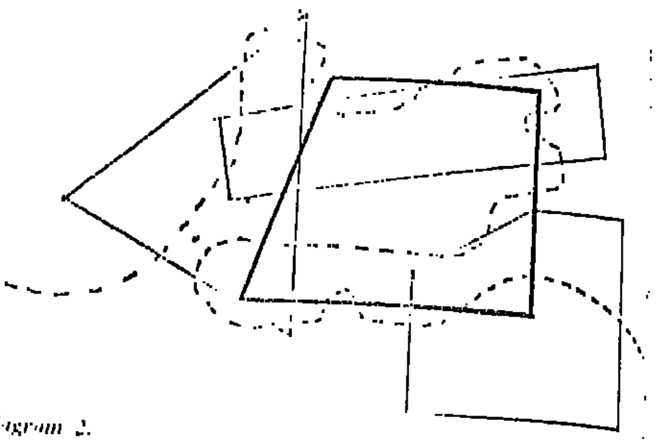


Diagram 2.

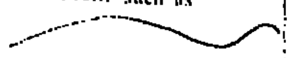
Many kinds of interesting sound patterns emerged, and when it came to finding suitable notations invariably a kind of musical graph would result, rather like extreme simplifications of Morton Feldman's grid notations, where boxes or squares depicted different types of sounds, in diagram 1 above.

A rather sterile display such as this betrays an equally sterile type of sound structure. This would certainly be an arbitrary symbolism because no correlating or ordered relationship could exist between visual display and sound since no visual/auditory movement is suggested or even probable. However, if the basic idea could be developed then the notation would assume a different character and function. Diagram 2 shows a possible development which this particular class suggested.

Each of the four shapes represents, spatially, each of the four types of sound. The five-sided figure represents activity for cymbals, maracas and hissing noises, the rectangle activity for synthesizer, the central four-sided figure activity for a variety of drums, and the triangle activity for tuned percussion. The dotted line shows how the activity is organized. Each dot lasts for an agreed length of time and the musical "journey" can start at either end. As this line passes over a shape so suitable activity takes place. Alternatively a conductor can trace a path across the shapes with a baton. Areas outside the shapes are silences.

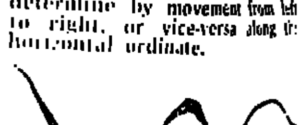
This is still arbitrary symbolism even with these improved organizational possibilities. There is no ordered relationship cross-modally between, say, a triangle followed by a rectangle such as that between a crotchet followed by a minim. But both types display an ideatic lationship whether arbitr ordered symbolism is used pict sound.

A correlating symbolism i ways can be more constrictin an arbitrary or an ordered both visually and aurally. I gests greater discipline and nomy of movement. In th the movements in visual sp correlated with parallel move in auditory space. Thus an u movement such as



would be concerned with p movements upward within a c tain pitch area. Similarly an i crease in visual size would corre with a corresponding increase i loudness because one increases t deployment of visual space and t other increases the deployment o auditory space.

Thus the following indicates pitch and dynamic movements between agreed dimensions, and duration is determine by movement from left to right, or vice-versa along the horizontal ordinate.



Other correlations of visual and auditory movements are possible and so are various ways of combining different types of symbolism suggested above so as to produce notations which are aesthetically pleasing both in themselves visually, and in the sounds they correspond with.

The purpose and function of this in child development and, therefore in the curriculum in schools and colleges is a subject requiring and meriting, separate study and research.

Robert Walker is senior lecturer in music at Hull College of Higher Education.

In 1973 the BBC took over the direction of the Robert Mayer concerts for children. As the 1977 season gets under way Robert Ponsonby pays tribute to Sir Robert Mayer

Continuing the great tradition

If you look up Robert Mayer in Grove's Dictionary of Music and Musicians you are referred to "Children's Concerts". The entry immediately above Sir Robert's is that of Lady Mayer—Dorothy Moulton, a gifted professional singer whom he married in 1919.

Sir Robert would no doubt accept both references as just; glad to be remembered for his pioneer work in bringing music—serious music—to young people; glad to acknowledge (as he has on many occasions) that Dorothy Mayer was often the one to conceive the ideas which he then carried out.

Robert Mayer was born in 1879 in Mannheim. He was born, that is to say, before Stravinsky, Bartok or Berg, when Wagner had four, Liszt seven and Brahms (whom he met) eight years to live. In 1972, not untypically cocking a snook at fate, he published a book entitled My First Hundred Years.

To my certain knowledge the Royal Festival Hall has been reserved for a centennial concert on June 5, 1979. Those of us who love Sir Robert—and there are thousands of us, of all ages—are keeping our fingers crossed for him.

Music became a practical part of Robert Mayer's life when, at the age of five, he began to learn the piano. Three years later (when still too small to reach the pedals) he played Beethoven's Spring Sonata — for violin and piano—in public. He entered the Mannheim Conservatoire, but his father persuaded him that, although undoubtedly gifted, he was unlikely to make a successful career as a professional.

If naturally disappointed, Robert Mayer accepted his father's advice. He remained, however, an assiduous concert and opera goer and, because Mannheim supported an active musical life, music remained a dominant preoccupation with him.

The Mayer family were strongly Anglophile and Robert gave up his German nationality and settled in England in 1896. He went into the metal business and discovered quite soon that "my job was to buy and sell metals to the best possible advantage". He was very successful and his business career took him, with his young wife Dorothy, to America in 1919.

They were not much impressed by the musical life of New York which, immediately after the war, was at a low ebb. But concerts given for children on Saturday mornings by Dr Walter Damrosch were an exception. "We had never heard anything like them before. The conductor, a man of great charm, spoke to the young people about the music he was going to play, gave them a fanciful interpretation of it, and then played them a programme of classical music making the concert shorter than if the audience had been adult."

Three years later, after the Mayers had returned to London, they determined to put on a experimental series of three concerts for children. They chose the Central Hall, Westminster, and invited Adrian Boult to conduct two of the concerts (including the first, on Saturday, March 29, 1923), Walter Damrosch the other. The opening concert was not well attended—partly because there was a bus strike—but the press were interested and the Mayers were sufficiently encouraged to embark on a second season.

continued on opposite page

Values and identities

Barbara Barry on musical education in Israel

Even to the casual observer, Israel is a country iridescent with paradox. The large-scale contradiction of a modern technocratic society transplanted to the Middle East is everywhere reflected in day-to-day affairs, visually arresting and strangely touching; bearded, patriarchal *Chasidim* in broad-brimmed hats strap-hang on buses with office workers and the omnipresent soldiers.

The contradictions, though, are greater than those simply of West and East, youth and age: they form the tensions in the fabric of the society itself, between its fiercely nationalistic but non-observant Jews and the fervently religious, between the ever-present semi-assimilated Muslim and Christian Arabs and the Israelis, and between the two sides of the great cultural and economic divide of the Jewish state—the middle-class, articulate, white-collar *Ashkenazim* (many of whom are German, Polish and Russian Jews, who came to Israel after the Second World War) on the one hand, and the poor, culturally deprived Oriental and north African Jews—the *Sephardim*—on the other.

As with all immigrant communities, the problems of the *Sephardim* are not merely economic, in terms of settlement, housing and jobs, but linguistic, and what could be described as the "cultural gap". Sensitivity to this cultural disparity has been shown in a recent Israeli educational profile (*Israel National Commission for UNESCO*, Ministry of Education and Culture, June 1976) in which one of the asserted educational aims was "to disconnect the relation between the socio-economic background and educational opportunity".

Awakening imaginative responses

It is against this diverse background that four special projects for underprivileged children of three to six years are being launched. One of these, the newest, is a music programme, piloted by Yael Orbach at the University of Tel-Aviv. It consists of an integrated course of tapes and material, which allows for each child to respond to the different ideas presented, working in his own book.

The three musical activities of listening, creating and performing are developed side-by-side, the programme having enough flexibility for each child to progress at his own speed and respond to the taped examples by selection of materials—like coloured buttons and blocks—in musical games. The planned course is supplemented by a listening library of additional material, so that a child can select more of a favourite instrument or group to hear in his own time.

In addition to individual activities, the programme includes group work, in which the experience gained of distinguishing different musical timbres, dynamics and pitches can be incorporated into communal activities of singing and playing. One of the main aims of the project is to awaken the imaginative responses of children who have been deprived of creative stimulus; this lack has resulted in behaviour ranging from disturbed tantrums to immured silence.

Yael Orbach is naturally optimistic; the programme has been in ex-

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Boult had been appointed to the City of Birmingham Symphony Orchestra, so Malcolm Sargent—then aged 28—took over the concerts. They flourished, spreading to the suburbs of London very quickly and, by the outbreak of war, to the north of England. In 1938, 65 concerts were given in 25 different places and audiences reached a total of more than 125,000.

The first post-war concert, on November 10, 1945, was of the traditional kind, but times had changed, the war having brought with it an immensely increased appetite for serious music. Symphony concerts were available throughout the country on an unprecedented scale. Thanks to the 1944 Education Act much more was being done to bring music into the schools.

In this climate, the Mayers thought it best to concentrate their efforts in Greater London, where the concerts had been inaugurated. In 1953 they were transferred from the Central Hall to the new, larger Royal Festival Hall. Since the late 'forties their principal conductor had been Trevor Harvey, a versatile musician with the rare gift of being able to talk communicatively about music to children of a wide age range.

From the start, Robert Mayer, though naturall yconcentrating on theclassical and romantic repertoire, had believed that young people were more easily able to absorb and enjoy unfamiliar modern music than their elders. The post-war programmes developed this belief memorably: among the works performed, in whole or in part, were Stravinsky's "The Rite of Spring", Walton's first symphony, Vaughan Williams's fourth, Thea Musgrave's clarinet concerto (with a peripatetic soloist) Schönberg's five orchestral pieces and Bartok's concerto for orchestra.

The Mayers' other principal tenet was that concerts ought to be voluntary, not compulsory, and—as a corollary—that they ought not to be free. Concert-goers, whether children or not, would value more highly what they had paid for, particularly if they had first exercised their right to choose to be there.

The concerts celebrated their Golden Jubilee in 1973. Robert Mayer was 94. He wrote: "In view of our age, my wife and I have been concerned for a long time with the future of these concerts, whose aim has always been to make children love music, both listening and making less; and to establish the tradition of concert going.

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The BBC has now run the concerts for three years. In taking them over, at the Mayers' invitation, we were worried by the responsibility of ensuring their indefinite success and by the need to broadcast them (for the BBC exists for no other purpose). It is difficult enough to conduct; it is very difficult to talk about music to young people, it is difficult to do all this on the air and to interest radio listeners simultaneously.

We have therefore taken special pains to identify and engage conductors with this rare combination of talents and in Antony Hopkins, Bernard Keefe and Christopher Seaman, among others, we believe we have found three. The death of David Munrow last year robbed us of a fourth and was a specially tragic loss, for Munrow brought to the concerts not only an infectiously communicative personality, but also a repertoire of early music which proved very popular with its young audiences.

The current season, which opened on October 22, as usual comprises six concerts and the repertoire ranges from Vivaldi and Bach to Ligeti and John Paynter (from whom we have commissioned a work for audience and orchestra) by way of Williamson and Weill, not neglecting the great classical and romantic masters — Haydn, Mozart, Beethoven, Schubert, Tchaikovsky and Brahms—upon whose music Robert Mayer was brought up more than 90 years ago.

Robert Ponsonby is controller of music, BBC.

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Movement and music

A new direction described by Martin Amos

Movement and educational dance has been a feature of most school curricula since the 1920s. It is sad that all too often any kind of movement that is associated with music has been an exclusively female activity at the secondary level. It is, perhaps, the last bastion of preconditioning left over from the Victorian era that the healthy body that harbours the healthy male mind should be exercised solely with muddied oafery and competitive athletics.

This aspect of male inhibition, while appearing to be a red herring, might be one possible explanation for a curious lack of imagination with regard to the use of music for movement in our schools and colleges.

After attending dance evenings at girls' schools, I have come away with an overpowering impression of depth of imagination in the creation of movement and mime, physically unerringly matched to the abilities of the children. It appears that for the most part, each scenario arises from the children's own ideas and that the groups are entirely mixed in ability—an effective working situation beyond the educational theorist's wildest dreams, in which the teacher, having made initial suggestions, becomes almost redundant.

Curiously enough (thinking as a male musician, educated entirely by males in male company), the dance teacher's initial suggestions are usually musical and the music used invariably comes from gramophone records or tapes. While the choice of music can be interesting, the musical mind can be outraged by, for instance, an edited version of Grieg's Piano Concerto.

It never seems to have occurred to the musicians in the school that the same group of girls, whose ability is as mixed musically as it is for movement, are gathered twice a week in the music room whose cupboards bulge with percussion instruments, and that the children's musical imaginations could be linked with the dance which they perform so convincingly.

One can visualize a situation in which not only do the children's musical ideas generate ideas for movement but that the process should occur the other way round or, indeed, that music and movement should interact.

At the same time as these thoughts occurred to me, the music section at the Teachers' Centre, in Edgbaston, was negotiating with a local dance company for a week's residency. The dance group, called Cycles, is a small, mobile and infinitely adaptable, ensemble consisting of six dancer-choreographers, a stage manager and a business manager whose aim, in addition to public performance, is to promote modern dance techniques by opening the rehearsal studio doors and encouraging active participation in the form of workshops and classes.

The principals of modern dance pioneered by Dalcroze and continued by Laban, Martha Graham and others between the wars are akin to contemporary musical education ideas in that expressive possibilities are no longer considered to be the province of a dedicated élite who have perspired for years behind closed doors perfecting a technique.

It is possible in a comparatively short space of time to produce work with people at all stages of development which gives some satisfaction and self-realization both in the realm of movement and sound.

Let it be said at this stage that the writer in no way disparages technique. Good teachers are aware when technique begins to stultify and make their pupils aware that, like the Sabbath, technique was made for man nor man for technique. Nature's compensation is such, however, that musicians, while being articulate in their own fields, are usually inhibited in others, which is another of the reasons for the lack of musical imagination I have already mentioned in modern dance in our schools.

Thus it was our purpose to persuade and cajole as many of our 60 or so music students to participate not only in providing music for a public dance performance, but also into the workshop in which they themselves were the dancers.

Sessions lasting three hours were arranged for our three-year course students and similarly for our postgraduate musicians and within this space of time students and tutorial staff, male and female alike, traversed a range of feelings from initial disbelief and mental confusion to an ultimate feeling of (modified) rapture and an awareness of new horizons.

The dance movements we were expected to undertake involved little that seemed beyond our abilities and the dancers themselves made all appear natural and unforced. The men, after initial embarrassment at having to bare their feet, performed with as much abandon as the women, though all experienced varying degrees of difficulty in piecing together a sequence of more than three movements.

The method used by the dancers consisted of a long warm-up session which we thought was perhaps too stereotyped, but on reflection and on discussion with the group, were persuaded was an essential ingredient in loosening not only muscles but tight inhibitions. This was followed by the addition of sounds, vocal and percussive, to the movements explored at the outset. The method worked. Hence my title.

Have the BBC got it wrong all these years? Certainly from the musician's point of view to start with movement and then to add sounds makes for new expressive possibilities and might incidentally provide a partial if somewhat disingenuous answer to the often heard question: "Where does all this creative music lead?"

Dance teachers may well say: "But we've been doing this for years", but the evidence suggests that movement rather than movement with music has been their aim.

Martin Amos is lecturer in music education at the Birmingham Polytechnic Centre for Teacher Education and Training.

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continued from page 39

istence for one complete year, and the feedback of enjoyment and advance has been encouraging. Given further time, it would not be surprising to find that the educational benefits are even more significant.

In primary and secondary schools, as part of the normal curriculum music education more closely resembles our own, but with some notable differences. TV and radio programmes in primary schools are less widely used, but there is a much greater outflow of contemporary songs, many of which are based on traditional melodies.

This last is part of a larger movement to revive the rich tradition of Oriental folksong and dance, and to incorporate it into the music curriculum. In widespread use are song books containing a mixture of Hebrew and Arabic songs, with phonetic spelling for correct pronunciation and nuance, while children of Oriental origins are encouraged to sing and play traditional instruments.

The value of this tradition, and the educational benefits of encouraging it to become part of creative expression, have been emphasized by Dr Dan Ronen, Assistant Minister of Education and Culture. The problems of national identity and cultural identity must be reconciled, he insisted, and this process of reconciliation must begin in the school.

Concern for values and identities is also reflected in the educational profile, one of whose aims is "to instill in the child awareness of the positive values inherent in the cultures and traditions of the various ethnic groups in the country."

In addition, there is a wide range of music-making in schools, orchestras and choirs, chamber groups and wind bands, and interest in music is encouraged by professional peripatetic groups, who visit schools every two to three weeks for one term in the year, to talk about and play a wide variety of instruments.

It is worth asking where the money comes from to finance these activities, in a country which has a 40 per cent defence tax and pays the highest income tax in the world. Ben Zion OrGad, composer and chief adviser for music to the Minister of Education, says it is a matter of priorities.

Obviously the highest priority is the security of the state itself, but after that, there is a strong educational awareness represented in the Knesset (the Israeli parliament), which is urging the setting-up of a Central Unit for the Arts, within the umbrella of the Ministry of Education, for the promotion of music, dance and fine art.

These are considered an essential counter-balance to mandatory army service for both girls and boys between leaving school and further education, and to the continual Israeli preoccupation wit and political affairs.

Normally, after the 10 ye compulsory schooling from 15, any further education— training, music college or u —is funded by the student or her parents, with some g ment assistance in cases of and hardship. Although consideration is given to s who have to practise, either b ing them to units near hom large town, the disruption to tinued studies for a potentia fessional musician is proble in addition to having to le money to continue his or her when army service is over, service, however, is neve pletely over; each year e serves one month in the arm girls must also be at standby ness.

The financial muscle beh special music schools, which t talented 14 to 18-year-olds w centrate on music while con their normal education, is p by wealthy foundations and i duals, mostly American. schools include the Rubin A of Music in Jerusalem, situ a quiet leafy street near th of town, and Telma Yelin Aviv.

Students not fortunate e attend one of the special may be able to take part grammes in music outside s hours, but which often take in school buildings with the c tion of the Head.

On completing school, I musical studies in Israel are parable to the three and four courses at music colleges and versity departments in the ma cities of Europe and Am Potentially, however, the most e citing possibility is not a cour but a music complex—the Jerusa Music Centre, in the new ar quarter of Yemin Moshe, also directly under Sir Moses Mo fiore's windmill.

Funded by the Rothschilds, a under the artistic direction of I Stern, the centre contains not only a hall with perfect acoustics for chamber music, but the most up-to-date recording and audio-visual equipment. This may be used to record master-classes and work se sions, and as an educational a its full value is yet to be real

The vitality of the whole m programme in Israel, from pr school to young professional, is wi ness to the determination wh can produce concert musicians of international standing, but m importantly, can encourage and u the cohesive power of music to w the disparate parts of Israeli soci more closely together.

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What does the future hold? A student at York contemplates his new surroundings.

Spot the fresher

A student's introduction to university life can often be a traumatic affair. Victoria Rose looked at some of the first-year problems while she was still a student

Anybody who has ever entered a university as a student will surely be unable to forget the way they felt on the first day. When I went up to York in October, 1974, I saw the new world there as being full of exciting challenges, not problems to be worried about.

Consequently, when I decided at the beginning of my third year to research into the plight of new students, I did not set out with any assumptions concerning problems which might confront them. I simply aimed at observing and recording what faced them on arrival at university, and their reactions to what they found.

I chose participant observation as the most suitable method of research. I entered as fully as possible into the life of the new students who started last October. I attended all the introductory talks and events planned for them, and talked to them informally to gauge how far what was provided to introduce them to this life was what they required.

It is easy to forget that the new student meets a bewildering set of experiences which demand a variety of new social competences. Looking down from the "advanced" position of a second or third-year on to the new student's fumbling attempts at adapting to the "superior" norms of behaviour of the higher years, it is easy to forget how you reacted when not recognizing one familiar face in a crowded room, and when the only knowledge you had of the place was derived from the prospectus, teachers and friends.

New students are seldom aware of social norms until they are violated, or until they enter a new community where they are trying to establish themselves. They are constantly bombarded with varied and conflicting views of what is expected of them. If these are learnt from other students, or from members of staff, whoever teaches them may have been motivated to formulate them in their own interests.

While there is nothing that could be written down as part of a code that says "you will get drunk a lot at university" (or vice versa), "you will not do much academic work at university" (or vice versa), such activities are often taken as relatively clear signs as to the direction in which your loyalties lie.

The increasing talk among new students about how drunk they have been since they have been at York, the large numbers wearing sweat-shirts bearing the university crest—all are outward manifestations of becoming identified as a student.

New students do not just want to be accepted by their peers, but by the staff of the university as well. Models of what is appropriate and expected of the new student are held before him or her from this direction, too, often generating inner conflict.

This conflict is immediately aroused during the first week—a time which can make or break a career there. The practical problems of registration, grants, residence, may be pressing, but they do not present as many difficulties as the personal and moral crises involved in adapting to a university environment.

Sex, for example, takes on increasing prominence in conversations—possibly because it is more easily available through lack of regulations and watchful guardians. No doubt for some this is shocking and embarrassing, at least at first. But perhaps the main frontal attack comes in the political field.

Although the new students may not have given much consideration to the political side of university life, this was forced upon them during the first week of term. The campus was swamped with leaflets demanding their attendance at union meetings, their support for the anti-apartheid campaign; there was even a picket line outside the local branch of Barclay's in protest against the bank's South African interests.

The bluntest example of political conflict within the university was in the International Socialists' handout, which warned of "the two faces of 'Uncle' Maurice Carstairs", the vice-chancellor, whom they describe as extending one sincere hand to new students while "his other hand remains concealed—the dirty and deceitful hand used against students who may see through the dream world of campus".

One of the most noticeable features of occasions like the Union Forum was the emphasis on the anti-academic side of university life, as when the deputy president of the Students' Union said that no one would need to go to the library very often, so he would not bother to tell them where it was! The library is often affectionately referred to by older students as "the snack bar in the sky", because of its elevated position. Great emphasis was also placed on the number of bars on campus, on drinking "events", and the bravado of the drunkard.

In the face of such a mixture of examples and influences in this strange new environment, what any student needs most is courage. One particularly horrendous experience must be what is commonly referred to as the "Freshers' Ball", last year renamed the "Who's Who Waltz". At such events, where so many people seem to have lots of friends, the new students stand out by their lonely, helpless looks of desperation, and particularly by the clothes they wear.

Clothing is a great problem for the student who does not wish to run the risk of making him or herself conspicuous. It therefore seems unfair that they should be subjected to misrepresentative advertising: the posters for this event depicted a couple elegantly dressed in evening clothes dancing, whereas at the "waltz" most students were inelegantly dressed in jeans or variations on that theme—as the girls who turned up in long formal dresses quickly discovered. The problem did not appear so pressing for the men.

Because it is so easy to "spot the fresher", it is also easy to observe how and why people establish contact with each other under these circumstances. The new students obviously found it easier to approach people of the same sex, in contrast to the second and third-year students, who showed their prime interest to be in approaching members of the opposite sex, and in trying their luck with the "new talent".

Older students who were approached by lecherous members of their own years, in the mistaken belief they were approaching a "fresher", were indignant. The personal application of the term is obviously undesirable once one has realized the implications of ignorance and naivety it carries.

The main problem of university life is the "embarras de richesse". There is an absolute plethora of people to meet, things to see and do, and so much to learn; but it all requires an effort from the individual. However, many people seemed to be waiting for something to happen to them by rights, waiting for the university experience.

Two girls I met a few days into term said they were still waiting for something to happen, and to meet lots of people. Purely by chance I learnt one of these girls left the university at the beginning of her second term. Perhaps the big moment she appeared to have been waiting for never materialized, in the same way as it never materializes for the students who form satellites around the universities after they have graduated.

Such cases indicate the need for universities to interpret themselves better to their students, before and after arrival, even if this entails an admission of the confusion concerning their own aims and expectations. Nobody denies that the prospectus is a "sales brochure" designed to attract, but it does give rise to questionable expectations.

Last year the Students' Union at York, following the example of other universities, tried to produce an "alternative" prospectus, but the response to questionnaires for background information was not large. (Perhaps a further indication of the "I'm alright Jack" attitude of students who are already established.)

The aims of the prospectus were to give views on the courses, the pros and cons of a campus university, the benefits or disadvantages of a year off, and so forth. Such information would be most interesting and valuable for potential students to consider alongside the official versions.

Schools should play a greater part in preparing their pupils for university, by emphasizing such things as the different methods of study, and the tutor/student as opposed to the teacher/pupil relationship. In both these areas wrong expectations are easily engendered.

Perhaps it would be a worthwhile exercise for university staff and students to express what they expect from each other and why, either verbally or in writing. No doubt all concerned would be amazed at the discrepancies between them, but at least each might come to recognize the other's difficulties, and adapt accordingly.

Filling up the first week with introductory talks is all very well, but there is the danger of overdoing things (such as the Student Union's attempt at launching their anti-apartheid campaign in their introductory forum), and therefore losing people's interest, and possibly even alienating them. New students can only take a certain amount of information, and assaults upon their emotions.

I am aware it was only while being an undergraduate, and therefore part of the life I was attempting to describe, that I could have conducted this sort of study. Perhaps it is only at the end of a university career that you come to realize "what it's all about", and then you wish you could go back and do it again properly! This study emphasized for me the need for every member of the university to assist others through their own attempts at making sense of the environment.

Perhaps the main requisites to achieving this greater mutual knowledge—and consequent understanding between the universities and the outside world, between the staff and the students—are honesty, effort and openness on all sides. If this is encouraged, help can be provided to ease the passage of students into and through university life with greater fulfilment.

This article is based on a thesis prepared at the University of York.

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PINCHMILL LOWER SCHOOL,
Felmersham, Bedford.
(Group 1
From April, 1978.
Applications are invited for the HEADSHIP of this Group 1 Lower School which caters for children aged 5-9. Estimated Roll April, 1978, 53 pupils.
STREATLEY LOWER SCHOOL
Streatley, Luton, Bedfordshire.
Group 1.
From April, 1978.
Applications are invited for the HEADSHIP of this Group 1 Lower School, which caters for children aged 5-9. Estimated Roll April, 1978, 35 pupils.

Application forms and further particulars [illegible] M.A., Chief Education Officer, County Hall, Bedford.
Closing date December 12, 1977.

BERKSHIRE
PARSONS DOWN COUNTY INFANT SCHOOL
Paynesdown Road, Thatcham
Near Newbury RG13 4JD
Required April, 1978, HEAD-TEACHER (Group 3) for new Infant School in existing open-plan accommodation (1973).

Lodging allowance and removal expenses schemes in operation.

Forms and further details from District Education Officer, 112 Newtown Road, Newbury (S.A.E.).
Closing date 19 December 1977.

BRENT
(London Borough of)
ST. JOSEPH'S R.C. JUNIOR MIXED SCHOOL
Chatsworth Avenue, Wembley
HA9 6BE
(Roll: 295)
Required from May 1 or January 1978 if possible:
HEAD TEACHER (Group 5). Applications are invited from suitable qualified and experienced practising Catholic teachers for the above post at this pleasantly sited modern school, with playing field, close to the centre of Wembley.

Application forms available from and returnable to Correspondent to the Managers, St Joseph's Presbytery, High Road, Wembley HA9 6AG, within 10 days. Please enclose first class S.A.E.

London Allowance of £409 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
ST. GEORGE'S C.E. FIRST SCHOOL
White Lion Road, Amersham
(Group 4)
Number on roll: 145 boys and girls
Applications are invited from suitably qualified and experienced TEACHER for the HEADSHIP of this Group 4 school for children aged 5 to 8. London fringe area allowance of £150 p.a. payable in addition to Burnham salary. Removal expenses up to £150 payable in approved cases.

Further details and application forms available on receipt of S.A.E. from the Divisional Education Officer, 26 London Road West, Amersham, to whom applications should be returned by 12th December 1977.

CAMBRIDGESHIRE
CAMBRIDGE AREA
PAPWORTH EVERARD COMMUNITY PRIMARY SCHOOL
Applications are invited for the HEADSHIP of this Group 1 school to commence at Easter, 1978 (Roll 44).

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (S.A.E. please), returnable by 9th December, 1977.

CAMBRIDGESHIRE
PETERBOROUGH AREA
MIDDLETON COUNTY INFANTS' SCHOOL
South Bretton, Peterborough
Group 4
Required for Easter 1978 :
Appointment of HEAD TEACHER.

Applications are invited from [illegible] whose experience is relevant for this challenging post in this new Infants' School planned to open in September, 1978, in a developing area of Greater Peterborough on the southern side of the City.

There is a possibility of assistance being given with housing in appropriate cases.

Application forms and further particulars are available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E. foolscap) to whom they should be returned by 16th December, 1977.

MARCH AREA
BURROWMOOR JUNIOR MIXED AND INFANT SCHOOL
Burrowmoor Road, March, Cambs.
PE15 9RP
Group 7
(Roll 565)
Required for Easter, 1978:
Appointment of HEAD TEACHER.

Applications are invited from well qualified and suitably experienced candidates for the above-mentioned post which becomes vacant at the end of the Spring Term 1978.

Application forms and further details are available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E. foolscap), to whom they should be returned by 16th December, 1977.

CHESHIRE
EDUCATION COMMITTEE
DARWIN STREET COUNTY PRIMARY SCHOOL
(No. on roll 256) Group 4

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER required on 1st May, 1978.

An imaginative teacher required with a deep commitment to a child-centred philosophy and creative learning.

Application forms and further particulars obtainable from the District Education Officer, Education Office, County Offices, Watling Street, Northwich, upon receipt of a stamped addressed envelope. Closing date 9th December, 1977.

CHESHIRE
EDUCATION COMMITTEE
OVER ST. JOHN'S C. of E. PRIMARY SCHOOL
(No. on roll 116) Group 4

from suitably qualified and experienced teachers for the post of HEAD TEACHER required on 1st January, 1978.

An imaginative classroom teacher required with a deep commitment to child developmental learning and a creative approach to the curriculum.

Application forms and further details obtainable from The District Education Officer, Education Office, County Offices, Watling Street, Northwich, upon receipt of a stamped addressed envelope. Closing date 9th December, 1977.

CUMBRIA
EDUCATION COMMITTEE
HIGH HESKET C. OF E. SCHOOL
near Carlisle
(Roll 104; Group 3; 5-11 Mixed)
Applications are invited from suitably experienced and qualified TEACHERS for the Headship of this voluntary controlled Primary School.

Application forms and further details obtainable from and returnable to the Acting Assistant Director of Education, Education Department, Civic Centre, Carlisle, by 12th December, 1977.

CUMBRIA
EDUCATION COMMITTEE
SHANKHILL SCHOOL
near Carlisle
(Roll 21; Group 1; 4-11 Mixed)
Applications are invited from suitably experienced and qualified TEACHERS for the HEADSHIP of this voluntary controlled Primary School.

Application forms and further details obtainable from and returnable to the Acting Assistant Director of Education, Education Department, Civic Centre, Carlisle, by 12th December, 1977.

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ilea INNER LONDON EDUCATION AUTHORITY

NEW NURSERY SCHOOL AT ST. PAUL'S SITE,
Glidden Road, W.14

Headship

Applications are invited from teachers with training and experience in nursery education for the headship of this new nursery school which it is expected will open in September, 1978. Accommodation will be provided for 30 full-time and 25/25 part-time pupils. Burnham Group 2, salary £4,311 to £4,839, plus Burnham additions £312 and £189, plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London, SE1 7PB. Closing date for return of completed application forms December 9.

Education Committee

Appointment of

Headteacher

AMBLESIDE INFANT SCHOOL
Minver Crescent, Aspley, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the present Headteacher being appointed to another post within the Authority.

Number on roll: 212+60 place nursery, Salary Group 4.

Vacant: 1st September, 1977; to be filled as soon as possible.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing Date: 9th December, 1977.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines).

Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
Copy should be sent to :—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

PRIMARY
Headships
continued

DEVON
BROADCLYST COUNTY PRIMARY SCHOOL
(Roll: 178)
Applications are invited from suitably qualified persons for the post of HEAD TEACHER for this Group 4 School £5,295 to £5,919.

The successful applicant will be expected to take up the appointment in April 1978.

Application forms and further details (S.A.E. please) from East Devon Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter, returnable by 5th December 1977.

DEVON
GOODLEIGH C. OF E. (CONTROLLED) PRIMARY SCHOOL
(Roll 44)
Group 2
HEAD TEACHER required September, 1978.

Application forms and further particulars (S.A.E. foolscap required) from Area Education Office, Victoria Chambers, Barnstaple, returnable by 9th December.

GLOUCESTERSHIRE
HEAD TEACHERS from 10th April 1978 for the following Primary Schools:
BARNWOOD C. of E. (AIDED)
Barnwood Road, Gloucester
182 on roll, 5-11 years
Group 4.
Forms and further particulars from Miss V. M. C. Gibbons, 108 Barnwood Road, Gloucester. Enclose self-addressed envelope.
BLUE COAT (CONTROLLED)
Bisley, Stroud
(71 on roll, 5-11 years)
Group 2
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose self-addressed envelope.

HAMPSHIRE
ALL SAINTS C.E. (AIDED) JUNIOR SCHOOL
Leawood Road, Fleet
(Number on roll 508)
Required for Summer Term, 1978, HEAD TEACHER, Group 7.
Closing date 7th December, 1977
Details and forms of application obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire (S.A.E. please).

HAMPSHIRE
BEAUMONT COUNTY JUNIOR
Alexandra Road, Aldershot
(Number on roll 258)
Required for September, 1978. HEAD TEACHER, Group 4.
Closing date: 7th December, 1977.
Details and forms of application obtainable from Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire (S.A.E. please).

HAMPSHIRE
RINGWOOD C.E. CONTROLLED INFANT SCHOOL
School Lane, Ringwood
(Number on Roll: 192)
Required April 1978
HEADTEACHER. Group 4.
Full details and application forms from Area Education Officer, Cannon Street, Lymington, Hampshire. Closing date: 2nd December, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
TONWELL VOLUNTARY CONTROLLED CHURCH OF ENGLAND J.M. & I. SCHOOL
Tonwell, Near Ware

Head required from 11 April, 1978. Group 1. Salary £4,428 to £4,950 (including £312 supplement) plus £150 fringe allowance.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ. Closing date 5 December, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE GILES J.M. SCHOOL
Durham Road, Stevenage
(Group 5)
HEAD TEACHER required April, 1978, for this modern, semi-open plan school which is pleasantly situated in a residential area in north Stevenage.

Further particulars and application forms from the Divisional Education Officer, The Grange, High Street, Stevenage. Closing date 1st December, 1977.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
ISLEWORTH TOWN JI SCHOOL
Twickenham Road, Isleworth TW7 6AB
Head Teacher, Miss C. Mason
Required Easter, 1978.
Applications are invited for the post of HEAD TEACHER of this Group 6 school with a total roll of 416 and a teaching establishment of 16.

The school serves a mixed community and enjoys close links with the parents. It is hoped to appoint a widely experienced teacher interested in maintaining a progressive approach through the 4-11 age range.

The post becomes vacant on the retirement of the present Head Teacher.

London Allowance £297 payable.
Closing date: 9 December, 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Application forms (stamped addressed foolscap envelope) from Mr. P. J. Lee, B.A., Director of Education, Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN, to whom they should be returned by the closing date.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEADTEACHER

GRAVESHAM DIVISION

WESTCOURT COUNTY INFANTS SCHOOL
Group 5. Roll 260
Appointment to take effect from the beginning of the Summer Term, 1978. Application forms and further particulars from the Divisional Education Officer, Windmill Street, Gravesend (S.A.E., please) to whom they should be returned by December 9.

MEDWAY DIVISION

LUTON C.P. JUNIOR SCHOOL
Group 7. Roll 581
Appointment to take effect from January, 1978, or as soon as possible thereafter. Application forms and further particulars from Divisional Education Officer, Fort Pitt House, New Road, Rochester (S.A.E. please), to whom they should be returned by December 9, 1977.

DOVER DIVISION

MONGEHAM COUNTY PRIMARY SCHOOL
Group 5. Roll 303
Applications are invited for the post of HEAD TEACHER from January, 1978, or as soon as possible thereafter following the retirement of the present Head Teacher.

Application forms and further details (s.a.e., please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, to whom they should be returned by December

LINCOLNSHIRE
HEADSHIP
INGHAM COUNTY PRIMARY SCHOOL
Burnham Group 2, £4,812-£5,340
(N o.r. 87)
Applications are invited from suitably experienced TEACHERS for appointment as HEADTEACHER of the above school from April, 1978.

Application forms and further particulars are available on receipt of S.A.E. from the Divisional Education Officer, 4 Lindum Road, Lincoln LN2 1NU, to whom they should be returned by 9th December, 1977.

LINCOLNSHIRE
HEADSHIP
WADDINGTON ST. CLEMENT'S JUNIOR SCHOOL
Burnham Group 5, £5,680-£6,309
(N.o.r. 323)
Applications are invited from suitably experienced TEACHERS for appointment as HEADTEACHER of the above school from April, 1978.

Application forms and further particulars are available on receipt of S.A.E. from the Divisional Education Officer, 4 Lindum Road, Lincoln LN2 1NU, to whom they should be returned by 9th December, 1977.

LIVERPOOL

Applications are invited for the following posts.

Application forms obtainable from (S.A.E.) and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ. Closing date 5th December.

HEAD TEACHER
(Group 6)
PINEHURST CP J.M. SCHOOL
Pinehurst Road, Liverpool
L4 2TY
Required for April. Quote reference 233(a).

HEAD TEACHER
(Group 5)
FAZAKERLEY CP J.M. SCHOOL
Formosa Drive, Liverpool
L10 7LD
Required for January or as soon as possible thereafter. Quote reference 234(a).

ST. HELENS
EDUCATION COMMITTEE
PRIMARY SCHOOL
HEAD TEACHER
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL (GROUP 4)

Suitably qualified and experienced teachers are invited to apply for the post of HEAD TEACHER at this Group 4 school to take effect from 1st May, 1978. Candidates should be practising Anglicans.

Further details of this post, together with a form of application, are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, and when completed applications should be returned to the Rev. N. Meredith, B.A., Dip.Th., St. Peter's Vicarage, Newton-le-Willows, by Wednesday, 30th November, 1977, at the latest.

Deputy Headships Senior Masters/ Mistresses

BARNET
(London Borough)
Required for Easter, 1978:—
ST. PAUL'S C.E.J.M.I. SCHOOL
The Ridgeway,
Mill Hill, NW7 1QU
(Roll 208)
DEPUTY HEAD TEACHER (Group 4). Willing to take Top Infants initially. Practising Christian desired. School has close link with Parish Church.

Schemes for payment of removal expenses and separation allowance in approved cases.

Application forms and further details (S.A.E.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher by 10th December.

BROMLEY
(London Borough of)
BALGOWAN PRIMARY SCHOOL
Balgowan Road, Beckenham, Kent
BR3 4HJ
Tel.: 01-658 6374
(Roll 635)
DEPUTY HEAD TEACHER, Group 8
Required for commencement of Summer Term, 1978 (12th April, 1978), a DEPUTY HEAD TEACHER (Group 8).

Applications are invited from suitably qualified and experienced teachers; the successful candidate will also be Head of the Infants' Section of the school.

CHESHIRE
EDUCATION COMMITTEE
MOULTON COUNTY PRIMARY SCHOOL
(No. on roll 240)
Group 5

Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER required on 1st January, 1978.

A creative teacher with an enthusiasm for individual learning and open education.

Application forms and further particulars available from The District Education Officer, Education Office, County Offices, Watling Street, Northwich upon receipt of a self-addressed envelope. Closing date 16th December, 1977.

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TURNHAM JUNIOR SCHOOL
St. Norbert Road, S.E.4

Headship

Vacant Easter, 1978. Roll 305. Burnham Group 5, salary £5,184 to £5,808, plus Burnham additions £312 and £189, plus £402 London Allowance, plus £201/£276 Social Priority Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London, SE1 7PB. Closing date for return of completed application forms 9 December.

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headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

Readvertisement

Nightingale Junior School—Derby
488 children Group 6 plus SPS Allowance.

Closing date 14 days after the appearance of this advertisement.

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock. Previous applicants need not reapply as their applications will be further considered.

DERBYSHIRE
County Council

CAMBRIDGESHIRE
Cambridge Area
Cheveley C.E. School (C) Community First School
Applications are invited for the

Headship

of this school

(Group 2)

to commence duties at Easter, 1978.

In September, 1978, four village schools south east of Newmarket will amalgamate; the present plan is to operate as a single organisational unit but in the original buildings. There is a community involvement recognized by an allowance of £200 p.a.

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (s.a.e., please), returnable by December 12, 1977.

Headship

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the post below which becomes vacant from Easter, 1978.

Headteacher

of RODING INFANTS' SCHOOL
Roding Lane, Woodford Bridge IG8 8NP
Group 4. Number on roll 102

Application forms and further particulars are available from and returnable to J. E. Fordham, BA, Chief Education Officer, Education Office, 255-259 High Road, Ilford IG1 1NN. Telephone 01-478 3020, extensions 192/193.

Closing date December 12, 1977.

Redbridge London Borough

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER

(Group 6)....

GRANGE JUNIOR SCHOOL
Owton Manor Lane, Hartlepool, Cleveland

Applications are invited from suitably qualified and experienced teachers for the above post which will become available from the beginning of the Summer Term, 1978. This is a well established school on the southern edge of the town, serving an area of municipal and private housing.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than December 16, 1977.

BOROUGH OF HARINGEY

WOODLANDS PARK CENTRE
Woodlands Park Road, Tottenham, N.15

NURSERY TEACHER

required for this exciting new Nursery Centre. Experience with the preschool child in both the traditional Social Services and Educational fields would be an advantage. A shift system will be worked between 8 a.m. and 6 p.m. throughout the whole year and the usual holiday entitlement (12 weeks) will be taken by arrangement with the Head of Centre. Scale 2 post available for suitable candidate. Appointment will be made with effect from April, 1978, or earlier if possible.

London Allowance £402 payable.
Removal expenses—100% allowed.

Application forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned as soon as possible.

HEADSHIPS

West Essex Area
WHITE BRIDGE COUNTY INFANTS' SCHOOL
Greensted Road, Loughton (Roll 218) Group 4
For this Infants' School with effect from 1st September, 1978.

Castle Point & Rochford Area
(Re-advertisement)
THE MONTGOMERIE COUNTY JUNIOR SCHOOL
Rushbottom Lane, New Thundersley, Benfleet (Roll 311) Group 6
For this Junior School with effect from he beginning of the Summer Term, 1978.
Closing date: 16th December, 1977.

Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford

Essex County Council

LONDON BOROUGH OF BEXLEY
LESNEY PARK PRIMARY SCHOOL, ERITH

HEAD TEACHER

GROUP 5 - ROLL 205

Applications are invited from suitably experienced teachers for this post

Appointment to commence Summer Term 1978. Application forms and further details available from, and returnable to, Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, by 12th December. A s.a.e. (foolscap) should be sent with the request for an application form. If acknowledgment is required a further s.a.e. should be enclosed. No further communication will be made unless applicants are called for an interview.

PRIMARY
Deputy Headships continued

DEVON
EDEN PARK COUNTY JUNIOR SCHOOL
Eden Park, Brixham
Due to promotion a DEPUTY HEAD TEACHER is required April 1978 for this recently built semi open-plan Group 6 School. Ability to teach older Juniors essential.
Application forms and further details (S.A.E. foolscap) from Headmaster. Closing date, 9th December. (Readvertisement: previous applicants wishing their application to receive further consideration should indicate in writing.)

DEVON
CAMELS HEAD PRIMARY SCHOOL
Wolseley Road, Camels Head, Plymouth
(Group 5)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as DEPUTY HEAD TEACHER of this Group 5 primary school. Social Priority Allowance payable. Appointment to commence Summer Term, 1978.
Application forms and details (stamped addressed envelope) from Headmaster returnable to him within 14 days.

EAST SUSSEX
EASTBOURNE-LEWES AREA
ST. THOMAS C.E. SCHOOL
Groombridge
Required from Easter, 1978, DEPUTY HEAD who is an experienced infant trained teacher for this Group 3 Church of England Aided School. Responsibility for Music throughout the school. Communicant member of the Church of England preferred.
Relocation grants in approved cases.
Application forms from the Area Education Officer, Grove Road, Eastbourne (foolscap S.A.E.) to be returned to the Correspondent to the Managers, The Vicarage, Corseley Road, Groombridge, Kent, by 9th December, 1977.

EAST SUSSEX
ALFRISTON COUNTY PRIMARY SCHOOL
Alfriston
Required from April, 1978, DEPUTY HEAD TEACHER (Group 2). Enthusiastic teacher for Junior class of mixed ages, boys' games, art and craft, environmental studies and language development.
Relocation grants available in approved cases.
Application forms (S.A.E. please) from the Area Education Officer, Education Office, Grove Road, Eastbourne BN21 4TN, to whom completed form should be returned by 14th December.

GLOUCESTERSHIRE
THE CROFT COUNTY PRIMARY SCHOOL
Churchill Way, Painswick
197 on roll, 5-11 years
Group 4
DEPUTY HEAD TEACHER from 10th April 1978
Ability to organise and teach Boys' PHYSICAL EDUCATION and GAMES. Interest in Mathematics desirable, but not essential.
Forms from and returnable to the Head Teacher. Enclose self-addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THE MICKLEM J.M.I. SCHOOL
Boxted Road, Hemel Hempstead
(Group 5, No. on roll, 320)
DEPUTY HEAD required for Easter, 1978. The successful applicant will have had significant experience in Primary education and be able to offer at least one relevant specialism. School curriculum and organisation largely traditional with emphasis placed on child centred learning and cultivation of self-discipline.
Application form from Headmaster, returned by December 16, 1977.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
ST. ANDREW'S C. of E. JUNIOR SCHOOL
Pelham Road, Immingham
Group 6
Roll: 375
S.P. Allowance.
Required for April, 1978:
DEPUTY HEAD TEACHER.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within ten days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
GROVE PARK C.P. SCHOOL
Hilton Drive, Sittingbourne
(Roll 400; Group 5)
DEPUTY HEAD TEACHER required from the summer term, 1978.
Application forms and further particulars from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne. Closing date: December 8, 1977.

MAIDSTONE DIVISION
PALACE WOOD SCHOOL
Ash Grove, Maidstone
DEPUTY HEAD TEACHER, Group 5. Experience with fourth year children required.
Please state extra curricular interests.
Applications to Headmaster (S.A.E.).

LIVERPOOL
ST. PASCHAL BAYLON R.C. J.M.I. SCHOOL
requires for January or as soon as possible thereafter DEPUTY HEAD TEACHER Group 4.
Application forms obtainable (from S.A.E.) Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ and returnable by December 5, to Rev. Fr. Clayton, The Presbytery, Chelwood Avenue, Liverpool 16. Quote reference 234(e).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
OAK TREE LANE FIRST SCHOOL
Jubilee Way, Oak Tree Lane Estate, Mansfield, Notts
Headmistress: Mrs. I. Haywood, B.Ed.
(Roll: ultimately 200 plus Nursery)
For April:
DEPUTY HEADTEACHER (Group 4). Experience and understanding of the educational needs of the 5-9 years is essential for this new school which opened in October 1977.
Closing date: 9th December, 1977.
Application forms available from the Area Education Officer, Council Offices, St. John Street, Mansfield, Notts.

ST. HELENS
EDUCATION COMMITTEE
BLEAK HILL COUNTY JUNIOR SCHOOL
(Group 5)
DEPUTY HEAD TEACHER
Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD TEACHER at this Group 5 school to take effect from 1st May, 1978.
Further details of this post together with a form of application are available from The Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed applications should be returned by Monday, 5th December, 1977, at the latest.

SUFFOLK
COUNTY COUNCIL
SPROUGHTON C. OF E. CONTROLLED COUNTY PRIMARY SCHOOL
Group 3 (Roll 100)
Church Lane, Sproughton, Ipswich IP8 3BB
Head Teacher, Mr. F. S. Linn
An experienced teacher as DEPUTY HEAD is required in April, 1978; teacher appointed will teach a mixed ability class of seven to nine-year-olds.
The ability to take Physical Education, Games and to teach swimming is essential.
Application forms and further details are obtainable from the Head at the school, S.A.E. please. Forms to be returned within 14 days of the appearance of this advertisement.

County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (Group 6)

KADER JUNIOR SCHOOL
Staindrop Drive, Acklam, Middlesbrough, Cleveland TS5 8NU
Applications are invited from suitably qualified and experienced teachers for the above post which will take effect from Easter, 1978, or earlier if possible.

Candidates should be able to contribute widely to curriculum development and work within a co-operative teaching situation. Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 9 December, 1977.

SCALE 2 POST

ST AIDAN'S C.E. (Aided) PRIMARY SCHOOL,
Loyalty Road, Hartlepool, Cleveland
Applications are invited for the responsibility of R.E. at the beginning of the Sumer mTerm, 1978. It is expected that applicants will be aware of the responsibilities involved in the teaching of the doctrines and practices of the Church of England. CLOSING DATE 7 DECEMBER, 1977.

SCALE 2 POST

WHALE HILL JUNIOR SCHOOL
Sandsend Road, Eston, Middlesbrough, Cleveland TS6 9AD
Required for Easter 1978, or earlier if possible, an experienced teacher able to work in an upper junior paired team situation and able to offer leadership in one or more of the following areas: Mathematics, Science, Boys Games, Library.

SCALE 2 POST

BADER JUNIOR SCHOOL
Kintyre Drive, Thornaby, Cleveland TS17 0BY
Required for Easter, 1978, or earlier if possible, a suitably qualified and experienced teacher to be responsible for the development of Mathematics throughout this open plan school.

The Borough is within easy access of London and bordered by Epping Forest.

Primary School Vacancies – January 1978

(1) THOMAS GAMUEL INFANTS' SCHOOL
Gamuel Road, London E17 8NB
Headmistress, Miss S. J. Brodie
SCALE 1 temporary (one term) appointment for a vertically grouped class in a team-teaching situation.

(2) ROGER ASCHAM JUNIOR SCHOOL
Billet Road, London E17 5DS
Headmaster, Mr E. D. Speed
SCALE 1 teacher for Middle Juniors.

(3) HENRY MAYNARD JUNIOR SCHOOL
Addison Road, London E17 9LT
Headmaster, Mr G. Finlay
Temporary full-time teacher (for up to two terms) to cover for Maternity Leave in Modern, Open-Plan School.

(4) SYBOURN JUNIOR SCHOOL
Sybourn Street, London E17 8HA
Headmaster, Mr I. Nicholson
SCALE 1 for Lower Juniors and Boys' Games. Ability to play piano an advantage.

(5) ST PATRICK'S RC PRIMARY SCHOOL
Longfield Avenue, London E17 7DH
Headmaster, Mr M. Vipond
SCALE 1 for Lower Juniors and Boys' Games. Applicants must be practising Roman Catholics.

(6) YARDLEY PRIMARY SCHOOL
Hawkwood Crescent, London E4 7PH
Headmaster, Mr D. Rice
SCALE 1 teacher for Top Infants' Class. Ability to play the piano an advantage.
SCALE 1 POSTS plus London Allowance (£397) payable.
Social Priority Allowance for Schools (1) and (3).

Application forms obtainable (on receipt of s.a.e.) from, and returnable to, the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date: December 7, 1977.

London Borough of
Waltham Forest

Other Posts on Scale 2 and above

AVON COUNTY
SOUTH TWERTON J.M. SCHOOL
Lymore Terrace, Bath BA2 2JL
Required for Summer term 1978, MUSIC SPECIALIST to lead an established and active music department. Scale 3 for suitable qualified and experienced primary trained teacher.
Further details and application form returnable immediately from the Headmaster. Please enclose S.A.E.

BARKING
(London Borough of)
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Connor Road, Dagenham
(Roll 390)
Required for January, 1978, or as soon as possible thereafter:
Experienced class TEACHER for infant age children with special responsibility for mathematics. Scale 2 post for suitably qualified and experienced candidate.
London addition £402 p.a. Reimbursement of removal expenses in approved cases.
Application form available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 9th December, 1977.

BARNET
(London Borough)
Required for January, 1978 or as soon as possible thereafter:
LIVINGSTONE J.M.I. SCHOOL
Baring Road, New Barnet EN4 9DU
(Roll: 220)
Experienced Infant TEACHER. Ability to teach Music essential. Scale 2 available for suitable applicant.
WOODCROFT J.M. SCHOOL
Goldbeaters Grove, Edgware HA8 0QF
(Roll: 280)
Experienced REMEDIAL TEACHER to work with withdrawal groups and undertake responsibility for language development throughout the school. Some help with other areas of the curriculum would be appreciated. Scale 2 available for suitable applicant. Social Priority Allowance.
Schemes for payment of removal expenses and separation allowances in approved cases.
Application forms (S.A.E.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher by 9th December 1977.

BRENT
(London Borough of)
BRONDESBURY C.E. J.M. & I. SCHOOL
138-142 Willesden Lane, N.W.6
(Roll 190, Social Priority School)
Required from January or as soon as possible thereafter:
Experienced TEACHER for Juniors Department. Interest in Library and willing to help with out-of-school activities. Scale 2 post may be available for suitable applicant.
Application forms (S.A.E.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Headmaster within 10 days.
London Allowance of £403 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

CAMBRIDGESHIRE
PETERBOROUGH AREA
DOGSTHORPE INFANTS' SCHOOL
Central Avenue, Peterborough PE1 4LH
Telephone: Peterborough 66840
(Group 5: Roll 404)
Required for April, 1978:
Experienced Infant TEACHER (Scale 2) to work in the reception/nursery area of the School and to co-ordinate the work of that Unit.
Experience with nursery children would be desirable and applicants should state special interests and ability.
There is a possibility of assistance being given with housing in appropriate cases.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mrs. V. M. Hulme, at the above address by December 9, 1977.

CROYDON
(London Borough of)
ROCKMOUNT INFANTS' SCHOOL
Hermitage Road, London, S.E.19
(Tel.: 01-653 4768)
Tenable: January 1, 1978.
An experienced class TEACHER required, initially to teach a small class of middle-year infants. The teacher should be a good pianist, able to work with other staff, to teach recorder playing to top infants and to develop MUSIC in all its aspects within the school.
Salary: Burnham Scale 2 with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form, from and returnable to, the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
ROKE PRIMARY SCHOOL
Purley Vale, Purley, Surrey CR2 2DW
(Tel.: 01-660 2714)
Tenable: April 6, 1978
Experienced TEACHER required to be responsible for the AUDIO VISUAL AIDS department of this school. An extensive range of audio visual aids equipment is available. The person appointed will be expected to take an enthusiastic interest in boys' sporting activities.
Salary: Burnham Scale 3 with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form, from and returnable to, the Head Teacher at the above address.
Closing date: December 9.

CROYDON
(London Borough of)
DUPPAS JUNIOR MIXED SCHOOL
Goodwin Road, Croydon CR0 4EJ
(Tel.: 01-688 4976)
Tenable: January 1, 1978
An experienced and enthusiastic TEACHER required for an upper junior class. Willingness to take part in curriculum development, especially in the area of music, mathematics and/or science and environmental studies, would be an advantage.
Salary: Burnham Scale 2 plus social priority allowance with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
COUNTY COUNCIL
SANDIACRE, LADYCROSS INFANT SCHOOL
Victoria Road, Sandiacre, Nottingham NG10 5JD
Scale 2. Experienced infant TEACHER. Responsibility for drama and audio visual aids.
Application forms to be obtained from and returned to the Headmistress.

EALING
(London Borough)
EDUCATION SERVICE
ST. VINCENT'S R.C. FIRST & MIDDLE SCHOOL
Pierrepoint Road, Acton W3 9JR
Required for January, 1978, TEACHER for Reception Class and to develop Creative Activities in the First School. Scale 2 for suitably experienced applicant.
£402 London Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (S.A.E.) from Headteacher to be returned as soon as possible.

ESSEX
ST. MICHAEL'S C.E. (AIDED) JUNIOR
(Roll: 400)
Barnard Road, Galleywood, Chelmsford
Telephone: Chelmsford 72681
UPPER JUNIORS
(Re-Advertisement). Required for April, 1978: ASSISTANT TEACHER for Upper Junior Class and to take charge of BOYS' GAMES. Scale 2 post for suitable applicant. Candidates should be committed Christians with an enthusiastic approach to teaching.
Application forms obtainable from and returnable to the Rev. A. G. Willett, St Michael's Vicarage, Beehive Lane, Galleywood, Chelmsford CM2 8RN, before December 16, 1977. (Foolscap S.A.E. please.)

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
LANNOCK INFANTS SCHOOL
(Group 4)
Whitleway, Letchworth
Herts. SG6 2PP
Required for January, 1978:
A Scale 1 Infant TEACHER, also Required for Easter, 1978:
A Scale 2 Infant TEACHER with appropriate experience.
Please apply by letter to the Head giving names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WILLIAM RANSOM J.M.I. SCHOOL
Stuart Drive, Hitchin, Herts.
Group 5
(Number on Roll: 233)
Suitably experienced TEACHER required for January or Easter for a Scale 2 vacancy at this open plan school. Ability to co-ordinate team teaching and to be responsible for Boys' Games and Maths in Junior School.
Further details can be obtained from the Headmaster to whom applications should be made.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. General Subjects in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GILLINGHAM DIVISION
BYRON C.P. JUNIOR SCHOOL
Gillingham
ASSISTANT TEACHER, Scale III required April, 1978.
The applicant must be an experienced teacher looking for a wide area of responsibility. Methods, approaches and interests should be stated.
Application forms and description of post available from: The Headteacher, Byron C.P. Junior School, Byron Road, Gillingham, Kent. Please enclose a stamped, addressed envelope with enquiries.
HILLYFIELDS C.P. JUNIOR SCHOOL
Ingram Road, Gillingham, Kent
Experienced TEACHER required for April, to be responsible for remedial reading and in particular to work in own unit with withdrawal groups. An interest in games and gardening also desirable. Scale III post.
Application forms available on receipt of stamped addressed envelope from Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 7th December, 1977.

DOVER DIVISION
ELVINGTON COUNTY PRIMARY
Eythorne, Nr. Dover
(Group 6)
Required Easter, 1978, TEACHER for Middle Juniors with special responsibility for Resources Centre/Library. Modern School, vertically grouped. Integrated Day. Experienced teacher preferred. Scale 2 post for suitable applicant. Further details and application forms from the Headmaster at the school.

SEVENOAKS DIVISION
NEW ASH GREEN C.P. INFANT SCHOOL
New Ash Green, Dartford, Kent
Two experienced TEACHERS required. An ability to teach in a semi-open plan situation and an awareness of the needs of young children is essential.
Scale II posts are available for candidates offering music or environmental studies.
Applications from the Headteacher enclosing two stamped addressed envelopes.

MAIDSTONE DIVISION
ALL SAINTS' C.E. PRIMARY (CONTROLLED) SCHOOL
Maidstone
Group 4
(Roll 315)
Required April, 1978, TEACHER (Scale 3) for boys' PHYSICAL EDUCATION and GAMES. An interest in maths desirable. Please state other interests. Vacancy due to promotion. Applications to Headmaster (S.A.E. please).

TONBRIDGE MALLING DIVISION
AYLESFORD C.P. SCHOOL
Teapot Lane, Aylesford
January, 1978, TEACHER required for 2nd year Junior class. Music an advantage. Please state special interests. Scale 2 post for suitable applicant.
Application forms obtainable from the Headmaster. Please send S.A.E.

LEICESTERSHIRE
ROBERT BAKEWELL PRIMARY SCHOOL
Barsby Drive, Loughborough Leics.
Scale 2 available for suitable applicant.
TEACHER required January for Infants/lower Juniors. Open-plan. State strengths.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LEICESTERSHIRE
PERIPATETIC MUSIC TEACHER
Peripatetic TROMBONE TEACHER from April or as soon as possible. Burnham Scale 1-3 depending on qualifications and experience. Applicants must be car owners. Travelling allowance paid. Details on request. (S.A.E.).
Apply immediately (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF.

LINCOLNSHIRE
ASSISTANT TEACHER
NORTH HYKEHAM FEN LANE COUNTY PRIMARY SCHOOL
(Burnham Scale 2, £3,099-£4,713)
Required for January or Easter, 1978, to teach lower Juniors in the first instance and be responsible for the MUSIC Department. State special interests and abilities.
Application forms on receipt of S.A.E. from the Headmistress at the School, Fen Lane, North Hykeham, Lincoln, to whom they should be returned by 5th December, 1977.

NEWHAM
(London Borough of)
Re-advertisement
EARLHAM JUNIOR MIXED AND INFANT SCHOOL
Earlham Grove, London E6 9AW
Roll: 391 (+20 part-time nursery)
Required January 1978:
TEACHER with overall responsibility for the younger children, Scale 3.
Burnham Scales Plus London Allowance £403 Plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned to whom they should be returned by 16th December 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford London E15 4BH.

NEWHAM
(London Borough of)
ST. HELEN'S R.C. JUNIOR AND INFANT SCHOOL
Falcon Street, London E13 8DD
Roll: 431
Required for January 1978 or as soon as possible thereafter:
Experienced and well qualified Catholic TEACHER, to be responsible for the development and co-ordination of Mathematics throughout the school. Scale 3.
Burnham Scales Plus London Allowance £403 Plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned but should be returned to the Chairman of the Managers, St. Margaret's Convent, Bexhill Avenue, E16 (Tel.: 01-476 9226/7).
J. S. Wilkie M.A., Ph.D. Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
St. Monica's R.C. Junior School,
Chantry Road, B13 8DW

DEPUTY HEAD TEACHER

Required Easter 1978 (April) or preferably Spring Term, January, 1978, Deputy Head Teacher Group 4. The Managers of the school would be pleased to receive applications from suitably qualified Roman Catholic men and women teachers. S.P.S. Allowance £201 or £276 p.a. Application forms may be obtained from the Correspondent Manager c/o the school. Closing date for applications: Friday, 2 December, 1977.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

PRIMARY
Scale 2 Posts continued

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in North East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.
Applications are invited from suitably qualified and experienced TEACHERS for the following post from the Summer term, 1978.—
ADVISORY TEACHER for PRIMARY EDUCATION
Evidence of successful infant teaching is required. It is expected that the advisory teacher will use this position to gain experience in order to eventually fill a senior post in Primary Education.
Scale 3 post, with casual car user's allowance.
Application forms and further particulars returnable by 12th December, 1977, are available from J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-259 High Road, Ilford IG1 1NN.

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in North East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable. Applications are invited from suitably qualified and experienced TEACHERS for the following posts for January, 1978:—
ST. AIDAN'S R.C. JUNIOR SCHOOL
Benton Road, Ilford IG1 4AS
A practising Roman Catholic TEACHER who holds the Catholic Teachers' Religious Certificate is required to teach an Upper Junior class. Ability to take boys' games would be an advantage. A Scale 2 post is available for a suitably experienced teacher.
UNATTACHED TEACHER
An unattached TEACHER is required to join the Authority's Primary team. Unattached teachers are seconded into the schools to fill vacancies. Candidates should be able to offer all, or most ranges in the Primary field. This is an interesting post offering scope to gain wide teaching experience. A Scale 2 post is payable, with a £80 travel allowance.
Application forms are available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-259 High Road, Ilford IG1 1NN.
Closing date 12th December, 1977.

SUFFOLK
COUNTY COUNCIL
RUSHMERE HALL COUNTY JUNIOR SCHOOL
(Roll 322)
Lanark Road, Ipswich IP4 3EJ
(Headteacher: Mr D. W. Simmonds.
Required for April 1978 ASSISTANT TEACHER (Scale 3) with responsibility for MATHEMATICS. An interest in netball an advantage.
Application forms and details obtainable from the Head at the School, S.A.E. please, forms to be returned by Friday, 2nd December, 1977.

WEST SUSSEX
NORTH EASTERN AREA
SOUTHGATE WEST FIRST AND MIDDLE SCHOOL
Crawley
Experienced Infant TEACHER (Scale 3) for Easter 1978, to lead team of six in First School Department of Combined First and Middle School.
Favourable housing scheme, London fringe allowance.
Form and details from Education Officer, Goffs Park House, Crawley, on receipt of foolscap S.A.E.

WEST SUSSEX
WESTERN AREA
ST. JAMES' COUNTY PRIMARY SCHOOL
St. James' Road, Chichester, Sussex
Required April, 1978 (or January if possible) TEACHER, Scale 2, for 3rd/4th year Junior Class with responsibility for LANGUAGE development/library. Ability to teach primary FRENCH an advantage.
Form and details from Head of School on receipt of S.A.E.

Remedial Posts

BARKING
(London Borough of)
RIPPLE JUNIOR SCHOOL
(Roll 370)
Required for January, 1978, or as soon as possible thereafter:
Experienced TEACHER to be responsible for a REMEDIAL class of 1st year junior age children. Scale 2 post for suitably qualified and experienced applicant.
London addition £402 p.a. Social Priority Schools Allowance.
Reimbursement of removal expenses in approved cases.
Application form available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 7th December, 1977.

Scale 1 Posts

BERKSHIRE
GODOLPHIN COUNTY FIRST SCHOOL
Warrington Avenue, Slough
Roll 310
Required January 1978, TEACHER trained in FIRST SCHOOL methods. Experience in teaching ENGLISH as a second language and a knowledge of I.T.A. would be an advantage.
London Fringe allowance £150, Lodging allowance and removal expenses schemes in operation.
Forms and further details from District Education Officer, 38 High Street, Slough SL1 1EN, (S.A.E.). Closing date 12 December.

BERKSHIRE
LEA COUNTY FIRST SCHOOL
Wexham, Slough
Roll 310
Required January 1978, TEACHER for Middle INFANTS. MUSIC and creative ability and advantage.
London fringe allowance £150, Lodging allowance and removal expenses schemes in operation.
Forms and further details from District Education Officer, 38 High Street, Slough SL1 1EN. (S.A.E.). Closing date 12 December 1977.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
VOLUNTARY AIDED PRIMARY SCHOOLS
Scale 1 Posts
OUR LADY OF FATIMA R.C. J.I. SCHOOL
Winchfield Drive, Harborne B17 8TR
Required January, 1978: TEACHER for Infants. (Music essential). Temporary appointment for two terms (in the first instance). Applicants should hold the Catholic Teachers' Religious Certificate.
Applications to Correspondent Manager, c/o school.

ST. LAURENCE C.E. JUNIOR SCHOOL
Bunbury Road B31 2DJ
Required January—Experienced Junior TEACHER. Applications to Headteacher.

ST. MICHAEL C.E. J.I. SCHOOL
Nantmel Grove B32 3JS
TEACHER for Infants, temporary for 2 terms.
Applications with details to Head.

SS. MARY AND JOHN R.C. INFANT SCHOOL
Gravelly Hill North, Erdington B23 6BQ
Required January, 1978, for two terms: TEACHER trained and experienced in Infant Method and familiar with current methods of organisation.
Applications to: The Reverend Chairman of Managers, SS. Mary and John Presbytery, 20, Gravelly Hill North, Erdington, Birmingham, 23.
There is a scheme for assistance with removal expenses.

BRENT
(London Borough of)
CHAMBERLAYNE WOOD JUNIOR MIXED AND INFANTS SCHOOL
Chamberlayne Road, NW10 3NT
(Roll: 289. Social Priority School)
Required as soon as possible:
Primary TEACHER (Scale 1) experienced in the teaching of READING throughout the five-11 age group: there will be an opportunity to assist with the integration of the boys in this newly reorganized multi-ethnic J.M. and I. School.
London Allowance of £403 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.
ST. ANDREW'S C.E. JUNIOR MIXED SCHOOL
28/34 Bolton Road, NW8 5PB
(Roll 168: Social Priority School)
Required as soon as possible:
Part-time TEACHER (27/55) of MUSIC to teach throughout the school. Ability to teach Recorders a great advantage. Scale 1.
Application forms (S.A.E.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, to be returned to the Revd. D. J. Irwin, 110 Ellesmere Road, N.W.10, by 10th December, 1977. The London Allowance of £403 is payable (pro-rata).

BROMLEY
(London Borough of)
PRINCES PLAIN PRIMARY SCHOOL
Church Lane, Bromley, Kent
Required for January, temporary additional TEACHER of Infants for the Spring and Summer terms only to take new entrants class.
Application forms obtainable from the Chief Education Officer, Bromley Lane, Chislehurst, Kent BR7 6LH (S.A.E. please) to whom they should be returned as soon as possible.

Required as soon as possible:—

Two Qualified Teachers (Scale 1)

for the English as a Second Language team:—

(1) For work in a primary school (probably including nursery) for English as a Second Language teaching, with withdrawal groups and also alongside class teachers, close liaison being essential.

(2) For work with secondary-age children attending the Arboretum Language Centre. This teacher should be interested in applying infant classroom methods to work with older children.

This is demanding work requiring careful preparation, imagination and willingness to work in a team. Qualifications; special interest in multicultural work and language; thorough grasp of the initial teaching of reading and/or qualifications in ESL/Multicultural Education.

Application forms and further details (S.A.E.), from (Sch.18), County Hall, West Bridgford, Nottingham NG2 7QP.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ST. MARY & ST. GILES C. of E. MIDDLE SCHOOL
Stony Stratford
Required for January, 1978, a temporary TEACHER for the spring and summer terms only for a class of 3rd-year children. Help with housing may be available.
Applications by letter to the Head, St. Mary & St. Giles C. of E. Middle School, King George Crescent, Stony Stratford, Milton Keynes MK11 1EP, giving names and addresses of two referees and full personal details.

CAMBRIDGESHIRE
MARCH AREA
MANEA COMMUNITY PRIMARY SCHOOL
Station Road, Manea, March, Cambs. PE15 0HA
Tel. Manea 293
(Group II, roll 108)
Enthusiastic infant TEACHER required from January, 1978, to work initially with older infants, but later with reception. Additional interest in community education an advantage. Scale 1 post.
Application forms and further information (S.A.E. foolscap) are available from the Headmaster, Mr. T. J. Peskett, at the above address. Closing date for applications 6th December 1977.

CORNWALL
EDUCATION AUTHORITY
ARCHBISHOP BENSON (AIDED) CHURCH OF ENGLAND JUNIOR SCHOOL
Truro
(Group 5; 276 on roll)
Applications are invited from committed Christians who are preferably members of the Church of England for the post of ASSISTANT TEACHER for lower juniors.
Application forms on receipt of a stamped addressed envelope from the Rev. Canon P. E. Tidmarsh, Diocesan Education Office, Alverton Terrace, Mitchell Hill, Truro TR1 1JQ, which should be returned together with a personal letter stating particular interests to the Chairman of the Governors, care of Archbishop Benson School, Bodmin Road, Truro TR1 1BB, by the 9th December.

DEVON
AXMINSTER COUNTY PRIMARY SCHOOL
(Roll: 276)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for GENERAL SUBJECTS.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January, 1978, or as soon as possible thereafter.
Application forms (S.A.E. please) from Headmaster, Axminster C.P. School, Stoney Lane, Axminster, returnable by December 9, 1977.

DEVON
HORWOOD AND NEWTON TRACEY C.P. SCHOOL
near Barnstaple
(Roll 40)
ASSISTANT TEACHER (Scale 1) required January or April, 1978, to take charge of the Junior Class. Particular interest and/or experience in Infants would be an advantage in this small two teacher rural school. Musical ability essential.
Application forms (s.a.e. foolscap required) from Headmistress, returnable by 9th December.

EALING
(London Borough)
EDUCATION SERVICE
ST. JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL
York Avenue, Hanwell, London, W.7
Required for January, 1978, a suitably qualified R.C. TEACHER for a class of children in the First School Department.
£402 London Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (S.A.E.) from the Headmistress to be returned as soon as possible to Reverend J. Woods, 52 Uxbridge Road, Hanwell W.7.
Please state if first appointment applicant so that appropriate form may be sent.

ESSEX
ST. ALBANS R.C. PRIMARY (V/A)
(Roll 204)
First Avenue, Harlow
Tel. Harlow 28383
Required for January, 1978:
(a) Qualified TEACHER for SECOND YEAR JUNIORS. Willing to take Boys' Games and Athletics. A practising Catholic preferred.
(b) Qualified male/female TEACHER willing to help with school LIBRARY and/or GIRLS' GAMES.
Housing available through the Harlow Development Council.
Apply direct to Headmaster (foolscap s.a.e. please) at the school. Closing date: 9th December, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
LANNOCK INFANTS SCHOOL
(Group 4)
Whitleway, Letchworth,
Herts. SG6 2PP
Required for January, 1978:
A Scale 1 Infant TEACHER, also Required for Easter, 1978:
A Scale 2 Infant TEACHER with appropriate experience.
Please apply by letter to the Head giving names and addresses of two referees.

HILLINGDON
(London Borough of)
BOTWELL PRIMARY SCHOOL
Botwell Lane, Hayes UB3 2AB
Head Teacher: Sister Catherine
Required for January, qualified Catholic TEACHER—interested in teaching less able children. Scale 1.
Apply by letter to the Head Teacher at the school giving full details and the names of two referees. S.A.E. please.
London Allowance payable.

HILLINGDON
(London Borough of)
ST. STEPHEN'S INFANT SCHOOL
St. Stephen's Road, Yiewsley, West Drayton UB7 7RL
Required for January, 1978, for two terms experienced infant TEACHER.
Please apply by letter to the Acting Head Teacher at the School giving full career details and the names of two referees.
London Allowance payable.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAESYRHANDIR C.P. SCHOOL
Newtown
Required for April 10, 1978 (or later as may be agreed) junior trained or experienced ASSISTANT TEACHER, Scale 1. (Ref.: 144/N/7)
Application forms and further particulars obtainable from the undersigned (S.A.E. please) to whom completed forms should be returned by 16th December, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells.

SUTTON
(London Borough of)
MUSCHAMP INFANTS SCHOOL
Muschamp Road, Carshalton, Surrey
Well qualified Infants School TEACHER, initially for a small class of slow learners. Ability to play the piano an advantage. Scale 1 post. Closing date: 9th December, 1977.
Application forms available from the Head of School.

SUTTON
(London Borough of)
MUSCHAMP JUNIOR SCHOOL
Muschamp Road, Carshalton, Surrey
Required for January, 1978:
An enthusiastic well-qualified, experienced class TEACHER for a mixed ability first year junior class. Scale 1 post.
A sound working knowledge of basic subjects is essential and an ability to play the piano an advantage.
Application forms from Head of school.
Closing date: 2nd December, 1977.

SUTTON
(London Borough of)
THE AVENUE PRIMARY SCHOOL
Avenue Road, Belmont Sutton Surrey
Required for January, 1978:
Infant TEACHER, Scale 1, for the reception class.
Application forms from the Head of the school.
Closing date: 2nd December, 1977.

Middle School Education

Headships

HAMPSHIRE
PORTSMOUTH AREA
STAMSHAW MIDDLE SCHOOL
Required from 10 April, 1978
HEAD TEACHER Group 6
S.A.E. for form and details to the Area Education Officer, 17/18 Western Parade, Portsmouth, PO5 3JD.
Closing date 16 December.

Deputy Headships Senior Masters/Mistresses

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
RUDYARD KIPLING SCHOOL
Chalkland Rise, Woodingdean, Brighton
Required April, 1978: DEPUTY HEAD of this Group 7 school.
Relocation Grants Scheme available in approved cases.
Application forms and further details available from, and for return to, the Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP, not later than 9th December.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BRIDGEWATER SCHOOL
Billet Lane, Berkhamsted
Head Teacher: Mr. C. S. Gillich, B.Sc., Dip.Ed.
Group 6.
Roll: 320
DEPUTY HEAD TEACHER required for the beginning of the Summer Term, 1978, at this purpose built Middle School (9 to 13 years). Applicants should be able to lead and develop an area of the curriculum and have good organising ability.
For application form and further details please write to the Head Teacher, enclosing a S.A.E.

STAFFORDSHIRE
EDUCATION COMMITTEE
LANDYWOOD MIDDLE SCHOOL
(9 to 13)
Holly Lane, Landywood, Great Wyrley, Walsall
(Roll 427)
Applications invited from enthusiastic and energetic TEACHERS for the post of DEPUTY HEAD TEACHER (Group 6) following promotion of present holder to Middle School Headship. Ability to teach Nuffield Combined Science and S.M.P. Mathematics an asset.
Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD MIDDLE SCHOOL
Group 7
(Coeducational; nine to 13; 650 on roll)
Required from April, SECOND MASTER or MISTRESS.
Further details and application forms obtainable (stamped addressed foolscap envelope please), from the Headmaster Great Cornard Middle School, Great Cornard, Sudbury, Suffolk.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
REDDITCH, MOATFIELD MIDDLE SCHOOL
Easenhall Lane, Redditch, Worcs B98 0DJ
Required for January, 1978, TEACHER for ART/CRAFT Department. Applicants should have experience with a range of crafts, including painting and clay work. The appointment also carries a year responsibility for the third year (1 block) of this purpose-built nine to 13 middle school. Scale 2 post.
Further details and application forms available from the Headmaster upon receipt of an S.A.E. [illegible]

English

Scale 1 Posts

ISLE OF WIGHT
COUNTY COUNCIL
NODEHILL MIDDLE SCHOOL
Upper St. James' Street, Newport, Isle of Wight
(Group 7)
(613 on roll)
(Age range 9 to 13 years)
ENGLISH ADVISER, Scale 3, for April 1978. The teacher appointed will be required to lead and advise in the development of language across the curriculum throughout the school. It is our aim to achieve the progressive, integrated and enjoyable use of language. The post will include working closely with the fourth year children as a member of their pastoral and teaching team.
Application forms available from the Headteacher to whom they should be returned by December 14, 1977 (S.A.E.).

Modern Languages

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
HEADFIELD C.E. (C.) MIDDLE SCHOOL
A temporary TEACHER, Scale 1, FRENCH with some GENERAL SUBJECTS.
See advertisement under Other than by Subject.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

PRIMARY

Crossgate Primary (4-11)
Kiln Lane, Milnrow, Rochdale OL16 3DR.
Tel. Rochdale 54573

1st/2nd Juniors—Scale 1

Enthusiastic Teacher for this open plan primary school. To be responsible for the overall development of the class.
The school has in its appointment of staff attempted to find
(a) The best class teacher possible.
(b) People with an expertise in a particular area of the curriculum, who are prepared to share their expertise as consultant with other members of staff.
The school will be interested in a person that could develop creative music-making within the school although this is not an essential qualification for the post.
Temporary from the 1st January, 1978, for 1 term in the first instance.
Application by letter immediately to the Head of the School, stating age, qualifications and experience together with the names and addresses of two referees. Closing date 5th December, 1977.

MIDDLE

REDBROOK (10-13)
Bridgefold Road, Rochdale OL11 5BX
Tel.: Rochdale 49666

English and Social Services—Scale 1

Application should be by letter immediately to the Head at the school giving details of age, qualifications and experience, together with the names and addresses of two referees. Closing date: 9th December, 1977.
SHAWFIELD COMMUNITY (10-13)
Shawfield Lane, Rochdale OL12 7RQ
Tel.: Rochdale 58362
Required for January, 1978.

Community Tutor—Scale 3

Temporary appointment for Spring Term only.

English Scale 2

Responsibility for developing the teaching of English, including Drama, in all three years.

Scale 1

Four teachers, three to offer Art/Craft skills.
One experienced teacher of 10-11 year olds to be a key member of a forward-looking first year team.
A further Scale 2 post may be available, depending in part upon other skills offered to complement the strengths of the existing team. Applicants are asked to state their own strengths particularly in French, Girls' P.E. and Games, Science, Mathematics, Home Economics, Movement and R.E.
Shawfield is a community school, in which responsibility-sharing, participating ethos is being developed as part of a concern for academic standards. A commitment to these principles is expected and interested teachers should request details from the school before applying.
It is hoped to appoint with effect from 1st January, 1978, but applications for Easter will be considered.
Applications should be by letter to the Head at the school, stating age, qualifications and experience, together with the names and addresses of two referees. Closing date: 9th December, 1977.

HIGH

Amended advertisement
SIDDAL MOOR HIGH (11-18)
Newhouse Road, Hopwood, Heywood OL10 2NT
Tel.: Heywood 69496
Required for January, 1978

Temporary Teacher for Physics

for one term

Temporary Teacher for Biology

for one term
Applications should be by letter to the Head at the school, stating age, qualifications and experience together with the names and addresses of two referees.
Closing date: 12th December, 1977.

ilea INNER LONDON EDUCATION AUTHORITY

CENTRAL FOUNDATION (SG) SCHOOL,
Mile End Road, E3.

Headship

The headship of this voluntary controlled secondary girls school becomes vacant at Easter, 1978, on the appointment of the present headmistress to a post with the ILEA Inspectorate. Roll 955. Burnham Group 11, salary range £7,944 to £8,568, plus Burnham additions as appropriate, plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London, SE1 7PB. Closing date for return of completed application forms December 16.

EDUCATION DEPARTMENT

HEAD TEACHER

Cowley High School Group 12.
1,400 pupils including 280 sixth form.

Applications are invited for the Headship of this 11-18 mixed Comprehensive school which has been formed by the amalgamation of two single-sex schools.

A new mixed sixth form unit on the site of the present Boys' School will be completed in the Spring of 1978.

Further mixed accommodation on this site, Phase 1 of which is now being designed, will eventually replace the accommodation at the present Girls' School.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St Helens, Merseyside WA10 1RN, to whom they should be returned by 12th December, 1977.

StHelens
METROPOLITAN BOROUGH

KENT County Council
Education Committee

THANET DIVISION
RAMSGATE CLARENDON HOUSE
GRAMMAR SCHOOL FOR GIRLS

Applications are invited for the post of

Head Teacher

of Clarendon House Grammar School for Girls, Ramsgate. This is a Group 9 school with a roll of 548 including 92 sixth form.

The appointment is to take effect from the beginning of the Summer Term 1978. Application forms and further particulars are obtainable from the Divisional Education Officer, Dean Mount, The Vale, Broadstairs, Kent, to whom they should be returned by 14th December 1977.

Cambridgeshire
Cambridge Area

Applications are invited for the

HEADSHIP

of the

Manor School, Cambridge

which will become vacant on September 1, 1978, on the retirement of the present Headmaster. The school is 11-16 mixed comprehensive (Roll 1,376) and is in Group 11 for Burnham salary purposes.

Please send s.a.e. (DL size) to Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP for details and application form returnable by December 12, 1977.

MIDDLE
continued

Other than by Subject Classification

Other Posts on Scale 2 and above

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
MOULSECOOMB MIDDLE SCHOOL
Hillside, Moulsecoomb, Brighton
Required January/April, 1978, experienced Middle School TEACHERS, able to offer BOYS' PHYSICAL EDUCATION and GAMES or ENGLISH or MATHEMATICS or SCIENCE or MUSIC, or with experience in Special Education. Above Scale 1 posts for suitably experienced applicants.
Relocation Grants Scheme in approved cases.
Application forms obtainable from, and for return to, the Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP, as soon as possible.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
CLAREMONT MIDDLE SCHOOL
TEACHER of ENVIRONMENTAL STUDIES (Scale 2)
Required for January, 1978, or as soon as possible thereafter, a qualified and experienced teacher to organise and be responsible for environmental studies at this County Middle School for pupils between the ages nine and 13 years.
A Scale 2 post is available.
Application forms and further details obtainable from the Headmaster, Claremont Middle School, Lemington, Newcastle upon Tyne, NE15 7LE, to be returned by 9th December, 1977.

Scale 1 Posts

DEVON
TIVERTON WILCOMBE MIDDLE
(Roll: 340. 9 to 13 years school)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to teach GENERAL SUBJECTS to a class in the M1 to M4 year group. Scale 1 post. The successful applicant will be expected to take up the appointment in January, 1978, or as soon as possible thereafter.
Application forms (S.A.E. please) from Headmaster, Wilcombe Middle School, Lazenby Road, Tiverton, returnable by December 9, 1977.

EALING
(London Borough)
EDUCATION SERVICE
GURNELL MIDDLE SCHOOL
Hathaway Gardens, Ealing W13
Part-time TEACHER required as soon as possible for five sessions per week. An interest in Language Development and Reading, Drama, Music or Homecraft an advantage.
Letter of application (S.A.E.) to the Headteacher.

HARROW
EDUCATION COMMITTEE
[illegible] FIRST AND MIDDLE SCHOOL
Long Elmes, Harrow, Middlesex
Tel. No.: 01-428 2611
Required on a temporary basis, to start in January, a class TEACHER for 11 year age group. An interest in GAMES would be an advantage.
Application forms from and to be returned to the Head of the school by 5th December, 1977. (Please enclose stamped addressed envelope.)

HARROW
EDUCATION COMMITTEE
ST. BERNADETTE'S FIRST AND MIDDLE SCHOOL
Clifton Road, Kenton HA3 9NS
Tel. No.: 01-204 8902
Applications are invited from suitably qualified TEACHERS for the post of class TEACHER for the Middle School. An interest in MUSIC and/or FRENCH would be desirable.
Application forms from and to be returned to the Head of the school by December 6, 1977. (Please enclose stamped addressed envelope.)

HERTFORDSHIRE
LYNDHURST SCHOOL
Gateshead Road, Borehamwood
Required for one term only January-April 1978, TEACHER for GENERAL STUDIES to work with 11 to 13 age range in this Middle School.
Apply to Headmaster naming two referees.

KIRKLEES
METROPOLITAN COUNCIL
HEADFIELD C.E. (C) MIDDLE SCHOOL
Vicarage Road, Thornhill Lees, Dewsbury WF12 9PD
Required for February, 1978, a temporary TEACHER, Scale 1, to teach FRENCH with some GENERAL SUBJECTS to the 4th year of this 8 to 12 middle school.
Application forms and further particulars (S.A.E.) from the Head Teacher at the school.

Secondary Education

Headships

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER ROYAL GRAMMAR SCHOOL
HEADSHIP—Group 10
The Governors of the Worcester Royal Grammar School invite applications for the post of Head which will become vacant when the present Headmaster, Mr. A. G. K. Brown, M.A., retires in August, 1978.
There are 763 boys on the roll of whom 165 are pursuing "A" level courses. The salary is in accordance with Burnham Group 10, and the present Headmaster administers the boarding house, to which there is a residential emolument attached. The school is Voluntary Aided.
Application forms and further details may be obtained from the Secretary to the Governors, Worcester Royal Grammar School, Upper Tything, Worcester WR1 1HP. The closing date for applications is 6th January, 1978.

WIRRAL
(Metropolitan Borough of)
OLDERSHAW SENIOR COMPREHENSIVE SCHOOL
Valkyrie Road, Wallasey, Merseyside
837 (boys and girls) on roll, 13 to 18 age range.
For September, 1978:—
HEAD TEACHER
Group 11 school
Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside. L41 6NH (S.A.E. please). Closing date: 12th December, 1977.

Deputy Headships Senior Masters/Mistresses

BOLTON
CANON SLADE GRAMMAR SCHOOL
Currently a coeducational C.E. Direct Grant Grammar School with 758 on roll, including 193 in the Sixth Form, becoming, in September, 1978, a C.E. Voluntary Aided School with an expected eight-form entry unselected intake.
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD (Curriculum) for May, 1978.
The successful applicant will share the policy making, management and organization of the school and will have special responsibility for the timetable and curriculum development.
Further details (S.A.E. please) are available from the Headmistress, Miss B. Smart, B.Sc., Canon Slade Grammar School, Bradshaw Brow, Bolton, BL2 3BP.

BRENT
(London Borough of)
WEMBLEY HIGH (MIXED) SCHOOL
East Lane, Wembley, HA0 3NT
(Roll 1,007, 11 to 18)
Required from January—
HEAD of FACULTY (Senior Teacher Scale) of SOCIAL STUDIES. This involves oversight of History, Geography, Geology, Economics, Social Studies, Sociology, Religious Studies and Human Affairs courses. Examinations are taken at "A" level, "O" level and C.S.E. The faculty is well established and very successful at all levels. In addition to supervising the faculty spending, staffing and teaching, the Heads of Faculty are part of the management team and are allocated various administrative tasks as occasion demands. A well qualified teacher with drive and imagination is required. The school is well provided with facilities and equipment.
Application forms (S.A.E.) obtainable from Director of Education, P.O. Box No. 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the school within 10 days.
London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Bedfordshire

Headship

Biddenham Upper School
Bedford

GROUP 11 From APRIL 1978

Applications are invited for the Headship of this new Group 11 Upper School, to serve the west side of Bedford, which is due to open in September, 1979, with a comprehensive intake of 200/300 pupils aged 13-plus. It is intended that good academic courses shall develop quickly, leading to the establishment of a large Sixth Form. The school is expected to develop progressively to provide for 1,100 pupils. Reorganisation on a three tier basis began in the area in September, 1971.

Application forms and further details obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.
Closing date 9th December, 1977.

KENT County Council
Education Committee

DOVER DIVISION
SANDWICH. SIR ROGER MANWOOD'S SCHOOL
(Founded in 1563)
Applications are invited for the post of

Head Teacher

(Group 8) of this 2 form entry selective boys' school from September, 1978.
There are at present 430 boys on roll including 120 boarders, and subject to the approval of the Secretary of State, it is proposed to enlarge the school to 4 form entry by the admission of girls in September, 1979.
This is a residential post and accommodation is provided within the school.
Forms of application and further particulars may be obtained from the Divisional Education Officer, Cambridge Terrace, Dover, to whom applications should be returned by 14th December, 1977.

SIR DE MORGANNWG

1. Prifathro/Prifathrawes

a

2. Dirprwy Brifathro/Brifathrawes

YR YSGOL GYFUN GYMRAEG

Gwahoddir ceisiadau am y swyddi uchod yn yr ysgol newydd hon a fydd yn agor fis Medi 1978 gyda disgyblion 11 oed yn unig.

Bydd cyflog y prifathro/prifathrawes a'r dirprwy i ddechrau yn gyfwerth â Grwp 10. Rhagwelir y bydd yr ysgol yn datblygu'n Grwp 11 yn y diwedd gyda 750 + chweched dosbarth ar y rôl.

Bydd y prifathro/prifathrawes yn ymgymryd â'r swydd y Pasg nesaf, a'r dirprwy ar Fedi laf 1978.

Anfoner i'r cyfeiriad isod am ffurflenni cais ac am fanylion pellach ynglyn â'r ddwy swydd gan amgáu amlen ffwlsgap wedi'i chyfeirio a'i stampio. Dylid dychwelyd y ffurflenni erbyn dydd Gwener, Rhagfyr 9fed.

F. J. Adams, Cyfarwyddwr Addysg, Swyddfa Addysg, Kingsway, Caerdydd.

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ilea INNER LONDON EDUCATION AUTHORITY

ELTHAM HILL (SG) SCHOOL, Eltham Hill, SE9

Headship

The headship of this school becomes vacant in September, 1978, on the retirement of the present headmistress. Roll, 850 secondary girls. Burnham Group 11, salary range £7,944-£8,568, plus Burnham additions as appropriate, plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London, SE1 7PB, Closing date for return of completed application forms 16 December.

Cumbria Education

Cockermouth Grammar School

(Co-educational; 370 pupils, including 94 in sixth form; Group 9)

Applications are invited from suitably qualified and experienced teachers for the

Headship

vacant from 1 September, 1978, upon the retirement of the present head, of this 13-18 school which accepts pupils from an area 11-16 secondary school on the basis of guided parental choice at 13 and again at 16. The school offers a wide range of courses to G.C.E. Ordinary and Advanced levels.

Further particulars and application forms from R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, to whom completed forms should be returned not later than 12 December.

SECONDARY
Deputy Headships
continued

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
MULLION SCHOOL
(Group 8 (Mixed 11 to 16 Comprehensive School)
Applications are invited from well qualified and experienced teachers for the posts of DEPUTY HEAD and SENIOR MASTER/MISTRESS Deputy Head Salary of this new four-form entry school which will serve children from the Lizard Peninsula.
Appointment is for April, 1978, one term in advance of an initial entry of 11 and 12 year-olds in September, 1978.
Application forms and further details from Mr. I. L. Hamilton, Head Designate, Mullion School, Mullion, Nr. Helston, Cornwall. Please enclose a foolscap S.A.E. Closing date for application will be two weeks after the appearance of this advertisement.

CROYDON
(London Borough of)
WESTWOOD GIRLS' HIGH SCHOOL
Spurgeon Road, Upper Norwood S.E.19
(Tel.: 01-653 1661)
Tenable: Easter or September, 1978
An experienced and energetic TEACHER for the post of DEPUTY HEAD (Group 6), 480 on roll. The person appointed will be responsible for the general discipline of the school and will be expected to make a contribution to the overall organization. The post will also involve a significant teaching commitment. The ability to organize some extra curricula activities would be an advantage. This is an 11 to 14 girls' school, standing in its own grounds, in a pleasant residential neighbourhood.
Salary: Deputy Headship Group 6 with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address.
Closing date: November 30, 1977.

DEVON
AXMINSTER COUNTY SECONDARY SCHOOL
(Roll 600)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER for this Group 9 Secondary School. Duties will include timetabling and management of the curriculum.
Salary Scale £5,868 to £6,489.
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms and further details (S.A.E. please) from Headmaster, Axminster County Secondary School, Chard Street, Axminster, returnable by 13th December, 1977.

DEVON
BARNSTAPLE, THE PARK SCHOOL
(Roll 1,096)
Group 10
SECOND MASTER / MISTRESS (Deputy Head Teacher salary scale) required in this co-educational Comprehensive School in September, 1978. To be responsible for boys' welfare and discipline and to be a member of senior staff policy team.
Application forms (S.A.E. foolscap required) from Headmaster, returnable by 9th December.

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1UT
(11 to 18 mixed comprehensive 1,400)
Required from April 1978 HEAD OF MIDDLE SCHOOL (Senior Teacher Scale) to be responsible for pastoral care, discipline and guidance of Middle School (3rd and 4th Years).
Relocation grants available in approved cases.
Application forms and further details from the Headmaster (S.A.E. please). Closing date 14th December.

LEICESTERSHIRE
CASTERTON COMMUNITY COLLEGE
Great Casterton, near Stamford, Lincs
Principal: D. H. Wright, M.A.
Group 8
DEPUTY PRINCIPAL from April.
There will be considerable scope for exercising initiative and influencing future development. Post vacant due to promotion of present deputy principal.
Details from the Principal (S.A.E.) to whom applications (no forms) must be sent, giving full particulars and the names and addresses of two referees, by December 6.

REDBRIDGE
(London Borough of)
DEPUTY HEAD
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, IG8 7DH
Tel. 01-504 9618
Head: Mr A. C. R. Duke, M.A.
Suitably qualified and experienced DEPUTY HEAD required for Easter, in this well established 11-18 mixed comprehensive school (Group 11).
The person appointed would play a vital role in the administration and general policy making of the school. Candidates should have had substantial experience in a senior post in a large secondary school.
Outer London Allowance is payable.
Further details and application forms are available from the Headteacher at the school. The closing date for applications is Friday, 9th December, 1977.

WAKEFIELD
(City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield
(1,180 on roll, 190 in Sixth Form)
Required April, 1978, a SECOND MASTER/MISTRESS (Deputy Head Scale Group 11). Applicants should have successful experience in comprehensive schools and the ability to undertake responsibility and to lead in all the areas of work within the School. The school's policy is for senior staff to meet its needs by sharing management tasks rather than by dividing them into permanently delineated regions of specialised work.
Requests for application forms (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Remedial Posts

Heads of Department

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, IG8 7DH
(Telephone No. 504 9618)
Headmaster, Mr. A. C. R. Duke, M.A.
Suitably qualified and experienced TEACHER of REMEDIAL EDUCATION (Scale 3) required for Easter, 1978, as Head of Department in this well-established, 11 to 18, mixed comprehensive school.
The post offers considerable scope for a person with initiative.
Outer London allowance is payable.
Further details and application forms are available from the Head Teacher at the school. The closing date for applications to be returned to the school is December 12, 1977.

STAFFORDSHIRE
EDUCATION COMMITTEE
KING EDWARD VI HIGH SCHOOL
West Way, Stafford
HEAD of COMPENSATORY EDUCATION, Scale 3.
An experienced TEACHER is required from 1st September, 1978 to help organize the Department in a 13 to 18 High School which receives its first all-ability intake in 1978/79.
Candidates should write to the Headmaster at the School, stating what subjects they are able to teach including a detailed curriculum vitae, the names and addresses of three referees, and what activities they are prepared to foster in the school. Applications to be received by Thursday, 8th December, 1977.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1978:
NORLINGTON BOYS' HIGH SCHOOL
Norlington Road, London E10 6JZ
Head Teacher, Mr. C. W. Ware, M.A., B.Sc.
HEAD of REMEDIAL (Scale 3) required for this boys' comprehensive high school (660 on roll, 11 to 14 years) to be responsible for remedial class teaching in English and Mathematics and for withdrawal work in which a number of enthusiastic teachers are involved.
Closing date: December 7, 1977.
Application forms obtainable on receipt of S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Other Posts on Scale 2 and above

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:—
MANNING COMPREHENSIVE SCHOOL
Gregory Boulevard, Nottingham NG7 6PA
Headmistress: Mrs. M. C. Clark (Girls: 750, 11 to 16)
For April, qualified and experienced REMEDIAL TEACHER (Scale 2) to take charge of diagnostic assessment and reading. Both class and/or withdrawal methods are possible.
Applications (no forms) to the Headmistress, with names and addresses of two referees.
Closing date: 9th December, 1977.

Scale 1 Posts

HAMPSHIRE
FERNHILL COMPREHENSIVE SCHOOL
Neville Duke Road, Farnborough
Comprehensive mixed, 11 to 16
(Number on roll 1,060)
Required for April, 1978—Scale 1 post
TEACHER to assist with REMEDIAL work (English and Arithmetic).
Letter of application nominating two professional referees to Head Teacher with S.A.E. for details.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
CASTLEMOUNT SECONDARY
Laureston Place, Dover
(Group 9)
REMEDIAL TEACHER required September. Past experience shows this to be suitable for the primary trained teacher. An ability to teach English and Mathematics essential. An additional subject especially music an advantage.
Application forms and further details from the Headmaster at the school (stamped addressed envelope please).

SHEPWAY DIVISION
SOUTHLAND'S SCHOOL
(Founded 1610)
New Romney
Southland's School is a developing 11 to 18 Comprehensive with about 1,500 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea. There are extensive new buildings nearing completion and the school is set in ample playing fields.
A TEACHER is required for January (or as soon as possible thereafter) to help with the work of this Department, mainly in the Upper School. There is some extraction work but about half of the teacher's time is spent with one group of students. There could be an opportunity for the teaching of a specialist subject.
Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

MERTON
(London Borough of)
HAYNES PARK HIGH SCHOOL FOR BOYS
Bushey Road SW20 0JL
Acting Headmaster, Mr. S. A. Newton, B.Sc., M.Ed.
(Age range 13 to 18 years)
Qualified REMEDIAL TEACHER up to 0.6 required for January, 1978. The Department is a flourishing one. Boys with difficulties in reading and writing are withdrawn from some of their lessons to the Remedial Department whose object is to assist a boy to improve in these skills as soon as possible so that they may return to their normal classes.
London Allowance £402.
Application forms available from the Acting Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 9th December, 1977.

NEWCASTLE UPON TYNE
(CITY OF)
EDUCATION COMMITTEE
BENFIELD SCHOOL
REMEDIAL SPECIALIST (Scale 1)
Required for April, 1978, a suitably qualified teacher for the post of Remedial Specialist to work with the Middle School Unit for disturbed and inadequate adolescents. (Scale 1).
This is a purpose-built comprehensive school with places for 1,800 pupils. It has excellent facilities and large sixth form.
Application forms obtainable from the Director of Education (Telephone 28520, ext. 3561), Civic Centre, Newcastle upon Tyne NE1 8PU, to be completed and returned to the Headmaster, Benfield School, Benfield Road, Newcastle upon Tyne NE6 4NU, from whom further information can be obtained, by 9th December, 1977.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEES
MANOR FARM COMPREHENSIVE SCHOOL
King George Crescent, Rushall
Temporary TEACHER for Spring Term to teach in the REMEDIAL Department. The Department is well equipped and has a good record of success. Candidates will be required to help mainly with backward readers.
Applications to Head Teacher with names and addresses of two referees and S.A.E.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WESTBOURNE SECONDARY SCHOOL
Jennings Street, Swindon
Wiltshire
Headmaster: Mr. A. M. Hudspeth, B.A.
Required from January, or as soon as possible thereafter:
TEACHER (Scale 1) for ENGLISH/REMEDIAL MATHEMATICS, within this Comprehensive High School (pupils 11 to 14 years). All pupils transfer at 14 years to a Senior High School.
Letter of application, with full details of experience and qualifications, to the Headmaster.

By Subject Classification

Art and Design

Heads of Department

AVON COUNTY
BRIMSHAM GREEN SCHOOL
HEAD of DESIGN (Art, Light Crafts and Home Economics), Scale 4, required for September 1, 1978, for this new comprehensive school which opened in September 1977 and which will be moving into new purpose-built buildings next year. A specialist in any relevant field who can organize these areas of study in such a way that it makes a significant contribution to the cultural and aesthetic life of the school.
For further details telephone Chipping Sodbury (0454) 310977.
Application by letter, with full curriculum vitae and the names of two educational referees, to the Headmaster, care of King Edmunds School, Stanshawes Estate, Yate, Bristol.
Closing date 10 days from the appearance of this advertisement.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
RICHARD LANDER SCHOOL
Truro
11 to 18 comprehensive; 1,100 pupils (mixed), reorganised from September 1978 by combining Truro Girls' Grammar School with Penwethers County Secondary School.
Headmaster designate: Mr A. B. Dunn, B.Sc.
ART, Scale 2
Required for January or April, 1978, TEACHER of ART to be second in Art Department for the new Comprehensive School, and to teach at Penwethers Secondary School in the first instance.
Further details and application form (foolscap S.A.E. required) from Mr A. B. Dunn, B.Sc., Headmaster Designate, c/o Penwethers County Secondary School, Tresawls Road, Truro.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
Tel. 01-656 0222/5
Tenable: 1st September, 1978
Required for September, 1978, HEAD of DESIGN and TECHNOLOGY, to direct and develop a large, well established and thriving department, embracing most of the practical subjects taught in the school. The successful candidate will have the personal qualities needed to lead a large disparate team and liaise with the members of the staff in other subject disciplines. Facilities are excellent and good technical assistance is available.
Salary, Burnham Scale 4, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

Other Posts on Scale 2 and above

WILTSHIRE
MALMESBURY SCHOOL
Headmaster: J. A. D'Arcy
(Mixed Comprehensive, 1,300 on roll including 100 in Sixth Form)
Required in April, 1978, an ART TEACHER (Scale 2) to take charge of the Art Department in the Lower School of this well established comprehensive.
The lower school is in new buildings and there are two good Art rooms, but in addition there is a separate Art Centre serving the Upper School which contains a full range of facilities and which provides opportunities for team work with an enthusiastic and successful Art Department. The person appointed could share this work.
The individual specialism of the person appointed is not as important as enthusiasm and organising ability, but we should particularly welcome someone with experience of fabric and design work.

Scale 1 Posts

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS
(11-16)
Queen's Road, Wisbech
Cambridgeshire PE13 2PA
Group 10
(Roll: 902)
Required for Easter 1978 or sooner if possible:
ART TEACHER (Scale 1) required with an interest in POTTERY and three-dimensional studies including examination levels.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Miss L. M. Weller, at the above address by 7th December, 1977.

DERBYSHIRE
EDUCATION COMMITTEE
BEMROSE SCHOOL
Uttoxeter Road, Derby
(Comprehensive, 1,250 boys and girls)
Required for January 1978, TEACHER of GENERAL ART (with an interest in Block and Screen printing) Scale 1, to "O" and C.S.E. levels.
Application by letter to the Headmaster (stamp but no envelope, please), from whom further particulars are available.

HAMPSHIRE
WESTON PARK BOYS' SCHOOL
The Grove, Portsmouth Road, Southampton SO2 9LR
14 to 16 Comprehensive
(Number on roll 638)
Required for January, 1978
Scale 1—ART and POTTERY
Apply by letter with S.A.E. to Head by 2nd December.

HARINGEY
(Borough of)
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, Hornsey, N8
1,430 pupils on roll, with 250 in the sixth form
The school moved into new buildings in 1971
Required for the Spring and Summer terms:—
PART-TIME (2 days a week) well qualified ART TEACHER with experience in teaching Fine Art.
London Allowance (£402) payable.
Forms of application (S.A.E.) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road N17 9EH.

HILLINGDON
(London Borough of)
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, Middlesex
(Number on roll 977, 87 in Sixth Form)
Head Teacher, Mrs. J. A. Babb, M.A.
ART part-time (.5) SPECIALIST required in this subject in January, 1978. Interest in creative embroidery and/or relief printing an advantage. Temporary post with possibility of permanent post from September, 1978. Enquiries and application forms from the Headmistress.

LIVERPOOL
LA SAGESSE R.C. GIRLS' HIGH SCHOOL
Aigburth Road, Liverpool L19 3QQ
Require for January, ASSISTANT for ART, Scale 1/2. A Scale 2 is available for a suitably qualified and experienced applicant.
Forms obtainable from (S.A.E.) and returnable to the Head Teacher at the school. Quote reference 586(b). Closing date 5th December.

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
Roll: 1,220 Co-educational
Head Teacher: Mr D. T. Taaffe
Required for January 1978:
TEACHER of ART/CERAMICS
Scale 1.
The appointment is to a well-established and successful department, and a substantial part of the successful applicant's duties will be in a purpose built pottery, working in open plan with the Head of Department. The post may be suitable for a teacher seeking a first appointment.
Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201.
Further details and application forms may be obtained from the Head Teacher (Tel.: 01-511 0236) to whom they should be returned by 9th December 1977.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CLAYDON SECONDARY SCHOOL
No. on roll, [illegible] (mixed) (11 to 16 year age range).
Beccles Road, Gorleston, Gt. Yarmouth, NR31 8AJ
Scale 1 ART TEACHER required as soon as possible to share work throughout the school up to C.S.E. and G.C.E. level. Persons seeking a first appointment may apply.
Application forms and further information obtainable by sending a foolscap S.A.E. to the Head Teacher of the School. Receipt of applications will not be acknowledged and unsuccessful applicants will not be informed unless a S.A.E. is attached to the application.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green IG8 7DH
(Telephone no.: 504 9618)
A. C. R. Duke, M.A.
Suitably qualified and experienced part-time TEACHER of ART (Scale 1) required for January 1978, in this well-established, 11 to 18, mixed comprehensive school to teach the subject three days per week or equivalent.
Outer London allowance is payable.
Further details are available from the Head Teacher at the school, to whom applications, by letter, should be sent immediately giving details of age, education, qualifications and experience, together with the names of two referees.

STAFFORDSHIRE
EDUCATION COMMITTEE
WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote, Tamworth
Roll: 1,260
Required for January, 1978, TEACHER of ART (Scale 1). Ability to teach the subject throughout the School an advantage.
Application forms and further particulars obtainable from and returnable to the Headmaster (S.A.E.).

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE ST. WILFRID'S R.C. HIGH
(Number on roll 1,250)
Required January, 1978, Scale 1 ART TEACHER, with POTTERY, to "A" level.
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Classics

Scale 1 Posts

LONDON, W.12
BURLINGTON DANES SCHOOL
Wood Lane, W.12
(Voluntary Aided C. of E. 11 to 18, boys and girls)
For January, 1978: a part-time TEACHER for not more than two days a week is needed to share in teaching LATIN at "A" and "O" levels. Willingness to help with "A" Level General Studies would be an advantage.
Please apply as soon as possible to the Headmistress, enclosing a curriculum vitae, and the names of two referees.

Commercial Subjects

Heads of Department

STAFFORDSHIRE
EDUCATION COMMITTEE
KING EDWARD VI HIGH SCHOOL
West Way, Stafford
HEAD of COMMERCE, Scale 3.
An experienced TEACHER is required from September 1, 1978, to help organize the department in a 13 to 18 high school which receives its first all-ability intake in 1978-79.
Candidates should write to the Headmaster at the school, stating what subjects they are able to teach, including a detailed curriculum vitae, the names and addresses of three referees and what activities they are prepared to foster in the school. Applications to be received by Thursday, December 8, 1977.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield
(1,180 on roll)
Required April, 1978, or earlier if possible, HEAD of DEPARTMENT for Commercial Studies (Scale 3) in this comprehensive school with an annual intake of 360 plus and 120 in the Sixth Form.
Courses include typewriting, Commerce and Office Practice, and, one in the Sixth Form leading to [illegible] in office and commercial studies.
Requests for application forms (accompanied by an S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
RICHARD LANDER SCHOOL
Truro
(11 to 18 Comprehensive, 1,100 pupils, mixed, reorganised from September 1978 by combining Truro Girls' Grammar School with Penwethers County Secondary School)
Headmaster Designate: Mr. A. B. Dunn, B.Sc.
COMMERCIAL SUBJECTS—Scale 1.
Required for September, 1978, TEACHER of COMMERCIAL SUBJECTS (male/female). This is a new post and it is hoped to introduce office skills, typewriting and shorthand into the school. Willingness and ability to teach another subject such as English, History or Geography would be an advantage.
Further details and application form (foolscap S.A.E. required) from Mr. A. B. Dunn, B.Sc., Headmaster Designate, c/o Penwethers County Secondary School, Tresawls Road, Truro.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM SECONDARY GIRLS' SCHOOL
Applications are invited from newly qualified or experienced TEACHERS for the post of TEACHER of COMMERCE to include Principles of Accounts and Specialist Office Practice and Office Skills.
Application form available from Miss A. Saunders, Headmistress, Rainham Secondary Girls' School, Derwent Way, Rainham, Kent.
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Established large comprehensive school with a full range intake, mixed, 11 to 18, 200 in Sixth Form.
Required in January, TEACHER for BUSINESS STUDIES, to assist the teaching of Commerce and Accounts to "O" Level and C.S.E., and "A" Level Business Studies.
Application is by letter to the Headmaster at the school, giving details and naming referees. (No forms.)

Domestic Subjects

Heads of Department

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent
Co-educational comprehensive 11-18, seven-form entry
Telephone: 01-300 1258
Required for January or April, 1978, a HEAD of HOME ECONOMICS DEPARTMENT. A teacher of experience is sought who is interested in carrying on and extending the present range of examinations for C.S.E. and G.C.E. and who is keen to develop real links within the Art and Design subject areas. A Scale 3 post is available for a suitably qualified applicant. The Department has custom-built and well-equipped rooms. The school was reorganized and admitted its first comprehensive intake in September, 1974.
Removal and other expenses payable in approved cases.
Applications should be made by letter or telephone to the Headmaster, Mr. R. E. Wilkinson, at the school, giving details of qualifications and experience together with the names and addresses of two referees. Further details will then be sent.

LONDON BOROUGH OF RICHMOND UPON THAMES

TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex,
TW11 9PJ

Applications are invited for the post of

DEPUTY HEADTEACHER

of this 11-16 Boys' Comprehensive School Salary Group 10 plus Outer London Allowance of £297 and Supplements payable.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by December 9, 1977.

Education Department

REMEDIAL SPECIALISTS

Two posts (Scale 3), for ENGLISH and MATHEMATICS to join the Authority's unattached staff as soon as possible, and to be based at the Remedial Resources Centre.

The successful applicants will be required to work with children who are experiencing difficulties in literacy and numeracy and will operate on a peripatetic basis mainly in the Authority's comprehensive schools, although there will be some work with children at the junior stage.

Experience of remedial education in a secondary school essential, and specialist qualifications desirable.

There is a scheme for removal expenses.

Havering

Application forms and further details (foolscap sae, please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex, to be returned by Monday, December 5, 1977.

SECONDARY
Domestic Subjects
continued

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
[illegible] COLLEGE
Hedgers Hill Road, Luton, Beds.
Principal: Dr. L. Martindale, B.Sc. ([illegible]), Ph.D. (Loug.)

Required for April, 1978: TEACHER in charge of NEEDLECRAFT. Head of Subject Textile/Dress. Applicants should have broad and inventive approach to various textile/fabric techniques and a sound understanding of dress construction/needlecraft. Work at "A", C.S.E. and "O" level. The appointed person will be required to develop courses and to work within the framework of the faculty.

Some assistance with housing may be possible.

Application forms obtainable from and returnable to The Principal.

LEICESTERSHIRE
ELLIS SCHOOL
Corporation Road, Leicester
Comprehensive 11-16
(Roll 685)
HOMECRAFT
Scale 1 or 2 available for suitable applicant.

Required January or April. Responsibility for work with less academic children. Excellent facilities available.

Further details from the Head.

Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate, London E7 9PR
Roll: 1,142 Co-educational
Head Teacher: Mr. A. C. Chamberlain, B.Sc.

Required January 1978 or as soon as possible thereafter: TEACHER of NEEDLECRAFT, to work mainly in the Lower School. An ability to offer Housecraft and a classroom subject would be an advantage.

Scale 2 post available for suitably qualified and experienced applicant, who would undertake responsibility for Needlework and Cookery room in the Lower School.

Burnham Scales plus London Allowance £402.

Application forms may be obtained from the undersigned to whom they should be returned not later than 2nd December 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHAMPTONSHIRE
BEANFIELD SCHOOL
Glastonbury Road, Corby,
Northants NN18 0NG

Required for January, 1978, TEACHER of NEEDLEWORK. Needlework is included in the Applied Studies Department and the subject is taught to the full age and ability range. Well established courses to C.S.E. and G.C.E. "O" level are operating and it is hoped that these may be extended to include "A" level. Some work within the Home Economics Department may be required. Scale 2 post available for suitably experienced applicant.

Application form and further details from Headmaster (S.A.E.).

Scale 1 Posts

AVON COUNTY
STOCKWELL HILL SCHOOL
Westerleigh Road, Downend
Bristol BS16 6XA
(11 to 16 mixed comprehensive of 900 in pleasant residential area seven miles from Bristol centre)

Required for January, TEACHER for HOME ECONOMICS to "O" level with some Needlework.

Letters of application with curriculum vitae and naming two referees to Head immediately. Scale 1 post, temporary appointment for two terms considered. Reference SEC/10/P/146.

Preference will be given to teachers in the employ of the Authority.

BRADFORD (City of)
METROPOLITAN COUNCIL
THE GRANGE SCHOOL
13 to 18 mixed Comprehensive 1,405 on roll including 150 in the Sixth Form

Wanted for 10th February, 1978, a full-time TEACHER of HOME ECONOMICS, with a particular interest in Needlecraft (Scale 1). The post is temporary in the first instance, but could possibly become permanent. The teacher will join a well-established team working in modern surroundings and be involved with courses leading to C.S.E., G.C.E. "O" and "A" level.

Application forms (S.T.A.P.) and further details of the post and school may be obtained from the Head Teacher, The Grange School, Haycliffe Lane, Bradford BD5 9ET, on receipt of a stamped addressed envelope.

Completed forms should be returned to school by 16th December 1977.

Reference BT48771/TES.

BROMLEY
(London Borough of)
Removal and other expenses payable in approved cases.

COOPERS SCHOOL
Hawkwood Lane, Chislehurst

Required for January, 1978 qualified TEACHER of NEEDLEWORK (mainly Dressmaking) at this co-educational selective school. The subject is taught up to G.C.E. "A" level. There will be a newly equipped specialist room available by next September.

Applications with full details and the names and addresses of two referees should reach the Headmaster not later than 2nd December.

THE RAMSDEN SCHOOL FOR GIRLS
[illegible] Road, Orpington, Kent

Required January 1978 TEACHER of HOME ECONOMICS. Scale 1. Home Economics courses taken to "A", "O" and C.S.E. levels. Three fully equipped specialist rooms and flat.

Please apply by letter direct to the Headmistress, giving names of two referees. Please enclose S.A.E. for reply.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
RICHARD LANDER SCHOOL
Truro
(11 to 18 Comprehensive, 1,100 pupils, mixed) reorganised from September 1978 by combining Truro Girls' Grammar School with Penweathers County Secondary School)
Headmaster Designate: Mr. A. B. Dunn, B.Sc.
HOME ECONOMICS—Scale 1.

Required for September, 1978, TEACHER of HOME ECONOMICS (male/female).

Further details and application form (foolscap S.A.E. required) from Mr. A. B. Dunn, B.Sc., Headmaster Designate, c/o Penweathers County Secondary School, Tregolls Road, Truro.

EAST SUSSEX
EASTBOURNE/LEWES AREA
PRIORY SCHOOL
Lewes
(Mixed comprehensive; 1,640 pupils)

Wanted for April 1978 a TEACHER of HOME ECONOMICS (including Needlework) to join a department of six staff. The subject is taught as an integrated whole, specialisation being deferred until examination choices are made. Scale 1 post.

Scheme of relocation grants available in approved cases.

Application forms on receipt of S.A.E. from the Headmaster, Priory School, Mountfield Road, Lewes, East Sussex, to whom they should be returned as soon as possible.

ESSEX
FRYERNS SCHOOL
(Roll 1,450)
Craylands, Basildon
SS14 3RN
(Tel.: Basildon 27111)

Required February, 1978, TEACHER for HOME ECONOMICS (possibly some Needlework). Mixed ability group work to Year 5, setting for G.C.E., C.S.E. London fringe allowance of £150 per annum payable.

Please apply to the school, by letter, enclosing two foolscap self-addressed envelopes (for acknowledgement of receipt and notification of result of application).

BURNT MILL SCHOOL
(Roll 1,280)
First Avenue, Harlow
(Tel.: Harlow 21158)

Wanted as soon as possible. A vacancy has arisen for a TEACHER of HOME ECONOMICS to join an enterprising department which offers the full range of options to both boys and girls. A temporary appointment would be considered in the first instance. London fringe allowance payable. Housing normally available.

THE DEANES SCHOOL
(Roll 1,500)
Daws Heath Road, Benfleet
SS7 2TD
(Tel.: Rayleigh 775515)

Required for spring term, 1978, specialist TEACHER of HOME ECONOMICS for this 11 to 16 school. Excellent subject centre.

Application forms and further particulars (unless otherwise stated) may be obtained from the Head of the school, to whom completed application forms should be returned. (Foolscap S.A.E., please.)

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke
(Comprehensive Mixed, 11 to 16; number on roll 1,500)
Required January, 1978, or 10th April, 1978
Scale 1—HOME ECONOMICS.
Apply in writing to Head teacher.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, Middlesex
(Number on roll 1,017—82 in Sixth Form)
Head Teacher: K. E. R. Bryant, B.Sc.

Required for February, 1978, a TEACHER of HOME ECONOMICS to join a team of three teachers, each of whom has her own well equipped room. The subject is taught to both girls and boys throughout the school. Interest in contributing to the Parentcraft course for pupils in Years 4 and 5 would be an advantage.

Apply in the first instance to the Headmaster at the school, giving a brief outline of career to date and the names of two referees. London Allowance is payable; 75 per cent removal expenses paid in approved cases.

LEICESTERSHIRE
WYCLIFFE SCHOOL
Hamelin Road, Leicester
(Comprehensive 11 to 16; roll 730)
HOME ECONOMICS
Scale 1 plus S.P.S. allowance.

To join design department.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY SCHOOL
(COMPREHENSIVE)
[illegible], Madeley, Telford, Salop

Required January enthusiastic TEACHER of HOME ECONOMICS, NEEDLEWORK, CHILD-CARE COURSES, STUDIED to C.S.E., "O" "A" level.

Applications by letter to Headmaster with 2 referees and S.A.E.

VOLUNTARY SERVICE OVERSEAS

Offers you the challenge and experience of two years HOME ECONOMICS teaching with a difference. Apply now for posts in September, 1978, in Zambia and Kenya.

Child-care, nutrition, goat and groundnut recipes will be part of your new syllabus. Needlecraft specialists also required.

Travel expenses, local allowances, including payment of National Insurance and superannuation.

For further details and application form, contact Gillian Branch (Ref.: TES (SH)) at VSO, 14 Bishop's Bridge Road, London W2 6AA (Tel.: 01-262 2611).

Economics

Other Posts on Scale 2 and above

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate,
London, E7 9PR
(Roll 1,142 Co-educational)
Head Teacher:
Mr. A. C. Chamberlain, B.Sc.

Required January 1978 or as soon as possible thereafter: TEACHER of ECONOMICS and GOVERNMENT to take a share of examination work in these subjects to C.S.E., "A" and "O" levels and C.S.E., and some HISTORY.

Scale 2 post available for suitably qualified and experienced applicant.

Burnham scales plus London Allowance (£402).

Application forms may be obtained from the undersigned to whom they should be returned not later than 9th December 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex

Required for April or September graduate TEACHER in charge of ECONOMICS within the Social Studies Department of this all-ability 11 to 18 co-educational school (630 on roll, 108 in Sixth Form). This popular subject is taught to C.S.E., "O" and "A" levels, with very good examination results. Scale 2 for a suitably experienced candidate; keen probationers are also invited to apply. Please state any other subjects offered.

Fringe London Allowance; generous relocation expenses in approved cases.

Applicants should be in sympathy with the Christian ideals of the school. Details and application form from the Headmaster, D. G. Jones, M.A.

Scale 1 Posts

LONDON
LATYMER UPPER SCHOOL
Hammersmith, London, W6 9LR
(Direct Grant going Independent. HMC, 1,100 boys)

Wanted for January or as soon as possible after, a GRADUATE to teach BUSINESS STUDIES, ECONOMICS and POLITICS at Advanced level. Bachelor accommodation would be available in term-time.

Applications would be considered from candidates seeking a part-time or temporary appointment.

Apply to the Headmaster with full particulars and names of two referees.

English

Heads of Department

AVON COUNTY
BRIMSHAM GREEN SCHOOL

HEAD of ENGLISH, Scale 4, required for 1st September, 1978, for this new Comprehensive School which opened in September, 1977, and which will be moving into new purpose-built buildings next year. Library assistance available. An interest in drama welcome. For further details telephone Chipping Sodbury (0454) 310777.

Application by letter with full curriculum vitae and the names of two educational referees to the Headmaster, c/o King Edmund's School, Stanshawes Estate, Yate, Bristol. Closing date 10 days from the appearance of this advertisement.

Other Posts on Scale 2 and above

AVON COUNTY
SIR BERNARD LOVELL SCHOOL
North Street, Oldland Common
Bristol
(11 to 18 Mixed Comprehensive 1,300 on roll)
(Preference given to suitable applicants from Avon permanent staff.)

Required as soon as possible, TEACHER of DRAMA and ENGLISH. Scale 2 for suitable applicant. Reference SEC/10/P/161.

Applications within 10 days of advertisement to Headmaster with full details of qualifications, experience and interests and naming two referees.

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS
(11 to 16)
Queen's Road Wisbech
Cambs PE13 2PA
Group 10
Roll: 602

Required for Easter, 1978, or sooner if possible:
TEACHER of ENGLISH (Scale 2) to act as second in the Department with a strong interest in Drama.

Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Miss L. M. Weller, at the above address by 7th December, 1977.

THE QUEEN'S BOYS' COMPREHENSIVE SCHOOL
(11 to 16)
Corporation Road, Wisbech
Cambs. PE13 2SL
Group 10
Roll: 1,060

Required for Easter, 1978:
Experienced ENGLISH TEACHER for Examination work up to "O" level G.C.E. Scale 2 post.

Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr. W. A. Shield, at the above address by 7th December, 1977.

NEWHAM
(London Borough of)
PERIPATETIC TEACHERS of ENGLISH to pupils of overseas origin in Secondary Schools required January 1978 or as soon as possible thereafter.

Applications are invited from teachers holding a recognised qualification in teaching English as a Foreign Language and who already have relevant teaching experience in a Secondary School in this country.

The successful applicant will be expected to work on a peripatetic basis in a number of Secondary Comprehensive Schools.

Scale 2 posts.

Burnham Scales plus London Allowance (£402).

Application forms may be obtained from the undersigned and should be returned by 16th December 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate,
London, E7 9PR
(Roll 1,142; Co-educational)
Head Teacher:
Mr. A. C. Chamberlain, B.Sc.

Required for April 1978 or earlier if possible: Experienced and well qualified TEACHER of ENGLISH, to be Second in the English Department. Scale 3.

Burnham scales plus London Allowance (£402).

Application forms may be obtained from the undersigned to whom they should be returned not later than 9th December 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ORDSALL HALL SECONDARY SCHOOL
Ordsall Road, Retford
Nottinghamshire DN22 7PL
Headmaster: W. O. Howells, B.A.
Mixed: 830
For January if possible:
TEACHER (Scale 2) of ENGLISH with experience of C.S.E. and "O" level work.

Responsibility for the Resources Area.

Applications (no forms) to the Headmaster, with the names and addresses of two referees, as soon as possible.

Scale 1 Posts

AVON COUNTY
THE RIDINGS HIGH SCHOOL
Winterbourne, Bristol BS17 1JL
(11 to 18 mixed comprehensive: 1,940 on roll)
ENGLISH—Scale 1.

Required for January 1978 an ENGLISH GRADUATE to teach English to all levels and abilities within a large faculty of 15 teachers. A knowledge of, or interest in, Mode 3 C.S.E. courses in language and literature for less able candidates would be an advantage. Appointment for two terms to August 31, 1978.

Applications by letter, to the Head Teacher with full details of qualifications, experience and names of two referees.

AVON COUNTY
KINGSFIELD SCHOOL
Kingswood, Bristol BS15 4JT
Co-educational, 853 Main School, 206 in Collegiate Sixth Form

GRADUATE required to teach ENGLISH throughout the school and some first-year HUMANITIES from January, 1978. Interest in Drama and/or Games an additional recommendation. Scale 1 post.

Apply (no forms) immediately to the Headmaster with full curriculum vitae and names and addresses of two referees. Further information on receipt of S.A.E.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton
Headmaster: Mr. A. R. Hogus

Required for January, 1978: An ENGLISH SPECIALIST to teach full range of mixed ability classes in first three years. Mode 3 "O" and C.S.E. courses established. Interest in team teaching and development of resources an advantage. An interest in drama would be particularly welcome.

Some assistance with accommodation may be possible.

Application forms from, and returnable to, the Headmaster.

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington
Kent
Co-ed Comprehensive 11-18 7 F.E.
Tel: 01-300 1258

Required for January, 1978, for one term only a TEACHER of ENGLISH and FRENCH. The level of French teaching involved can be adjusted to suit the applicant's qualification, and a quite modest qualification in this respect could suffice.

Enquiries for further information and application form should be made as soon as possible by letter or telephone to the Headmaster at the School.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
Telephone: 01-656 6222
Tenable: 1st January, 1978

Required for January, 1978, an ENGLISH TEACHER, Scale 1, to join a team of specialists in a thriving Department. The successful candidate will be expected to play a full part in syllabus construction and other policy-making groups with his/her colleagues within the Department, and to teach the full range of age and ability groups throughout the school.

Further particulars and application forms (please send S.A.E.) available from the Head Teacher at the school, to whom they should be returned as soon as possible.

Salary—Burnham Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

CROYDON
(London Borough of)
FAIRCHILDS HIGH SCHOOL
Fairchilds Avenue, New Addington
CR0 0AA
Telephone: Lodge Hill 45307
Tenable: 1st January, 1978

Full-time TEACHER of ENGLISH required to join a team of 10 in this 11 to 16 mixed comprehensive, teaching across the age range. There is a new Head of Department, and an opportunity for an individual to take an important role in the development of the Department. Small, mixed-ability classes are taught in the first three years and we will be looking for a teacher committed to that approach. Thereafter C.S.E. and "O" level courses are followed. The Department is organised around a central resources room and cooperates with the school's new Language Centre. Good Drama facilities and reprographic equipment are available.

Scale post available for a suitable candidate. Salary Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
ST. MARY'S R.C. HIGH SCHOOL
Cross Street, Chesterfield
(Four-form entry co-educational comprehensive school serving Chesterfield and North-East Derbyshire)

TEACHER of ENGLISH to G.C.E. standard. Appointment to commence 3rd April or 1st September. Salary according to qualifications and experience.

Application forms from, and returnable to the Correspondent Governor, care of the school. Foolscap S.A.E., please.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
STANLEY DEASON HIGH SCHOOL
Wilson Avenue, Brighton
(split site)

Required April or January 1978: ENGLISH TEACHER for 12-plus-13-plus age groups. Willingness to teach Remedial classes essential, and ability to teach Drama looked for.

Relocation grants scheme in approved cases.

Further details and application forms available from the Headmaster at the school, to whom they should be returned not later than 8th December.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
FALMER SCHOOL
Lewes Road, Brighton

Required January, 1978, or as soon as possible, TEACHER for ENGLISH. Ability to assist with DRAMA is especially welcome.

Relocation Grants Scheme in approved cases.

Application forms available from, and for return to, the Headmaster at the school, as soon as possible.

ESSEX
CHALVEDON SCHOOL
(Roll: 1,440)
Wickford Avenue, Basildon
Tel: Basildon 552536
ENGLISH

Required January 1978 to join large and lively department. Post initially temporary for two terms. Outer London Fringe Allowance.

Apply by letter with foolscap S.A.E. and names of two referees to Headmaster as soon as possible.

FURTHERWICK PARK SCHOOL
(Roll: 1,000)
Furtherwick Road
Canvey Island
Tel: Canvey 2187/8

Required for January if possible, TEACHER of Lower School ENGLISH (Humanities in Year One). Upper School work available later.

SIR CHARLES LUCAS COMPREHENSIVE
(Roll: 1,760)
Hawthorn Avenue, Colchester
Tel: Colchester 70217

Mainly senior work till September; afterwards teaching ENGLISH at all levels in this large well-equipped department.

Application forms and further particulars (unless otherwise stated) may be obtained from the Head of the School to whom completed application forms should be returned (foolscap S.A.E. please).

The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING—AND CONTROVERSIAL—RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES—The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 18p.

THE TIMES
Educational
Supplement

SECONDARY
English
continued

HAMPSHIRE
THE WINTON SCHOOL
London Road, Andover
Comprehensive, mixed, 11 to 16
(Number on roll 1,501)
Required January, 1978
Scale 1—ENGLISH and HUMANITIES.
Apply in writing to Head Teacher.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS. DIVISION
HITCHIN SCHOOL
Old Hale Way, Hitchin
Hertfordshire SG5 1XT
Co-Educational
(Roll: 650)
Group 10 11-19 all-ability

ASSISTANT TEACHER required in the ENGLISH DEPARTMENT from January 1978. This post is available for the Spring and Summer Terms 1978 only in the first instance.

An ability to teach at all levels in the school as part of a progressive and well-equipped department. Letters of application direct to the Headmaster giving names and addresses of two referees including present employer.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. JULIAN'S GIRLS' SCHOOL
Watling Street, St. Albans
(Group 9 all ability)

An enthusiastic and qualified TEACHER of ENGLISH required from 22 February to join a lively department. Would be required to teach to external examinations standard. Senior school work linked with Boys' School on same campus. A scale post could be available. Applications to Headmistress, stating names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent
(Roll 980)

Required for February, 1978, a part-time TEACHER for ENGLISH and HUMAN STUDIES—12 hours 18 minutes per week. This is a temporary post until approximately mid-June.

Applications (S.A.E., please) to the Headmistress as soon as possible.

NORTHAMPTONSHIRE
COUNTY COUNCIL
BEANFIELD SCHOOL
Glastonbury Road, Corby
Northants, NN18 0NG

Required for January 1978: TEACHER of ENGLISH (Scale 1) to join a team of specialists catering for all abilities throughout the school. The department has a modern approach to the teaching of English and seeks a supporting enthusiast. Well established courses leading to C.S.E. and G.C.E. "O" and "A" levels are operating and the successful applicant will be expected to participate in this teaching.

Application forms and details from Headmaster (S.A.E.).

SOLIHULL
EDUCATION COMMITTEE
SIMON DIGBY SCHOOL
Partridge Close, Chelmsley Wood,
Birmingham B37 6UG

TEACHER of ENGLISH (Scale 1) preferably with French: temporary supply from 28th November until the end of term at least.

Applications by letter, giving full details of qualifications, experience to the Headmaster, with S.A.E.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: qualified TEACHERS of ENGLISH or MODERN LANGUAGES for a wide range of English Language teaching posts in developing countries, such as Indonesia, Tanzania, Egypt, East Malaysia. Posts available in Secondary Schools Teacher Training Colleges, Universities.

Local salary/volunteer terms of service including payment of National Insurance and superannuation.

For further details and application forms, contact Richard Shaw (Ref.: TES/884) at VSO, 14 Bishop's Bridge Road, London W2 6AA (Tel.: 01-262 2611).

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE ST. WILFRID'S R.C. HIGH
(Number on roll 1,250)

Required January, 1978, Scale 1, ENGLISH TEACHER to "A" level, specialist in Literature.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
MANOR FARM COMPREHENSIVE SCHOOL
King George Crescent, Rushall

Required for January, 1978: TEACHER of ENGLISH—Main Teaching Areas in Year 4 and 5 with examination and non-examination courses.

Essential that applicants have first class control, are well organised and can fit into an existing team of teachers working on a thematic course. Candidates (full or part time) for a temporary post in the Spring Term would be considered.

Applications to Head Teacher with names and addresses of two referees and S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex

Required January, TEACHER of ENGLISH (full or part-time) to join a lively and successful department in this well equipped 12 to 18 comprehensive school.

Teaching across whole age and ability range available for a suitably qualified candidate.

Particulars and form from Head Teacher on receipt of foolscap S.A.E. London Fringe Area Allowance.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WESTBOURNE SECONDARY SCHOOL
Jennings Street, Swindon, Wiltshire
Headmaster: Mr. A. M. Hudspeth, B.A.

Required from January, or as soon as possible thereafter: Two posts: (a) TEACHER (Scale 1) to be second in ENGLISH Department. (b) TEACHER (Scale 1) for ENGLISH, REMEDIAL MATHEMATICS, within this Comprehensive High School (pupils 11 to 14 years). All pupils transfer at 14 years to a Senior High School.

Letter of application, with full details of experience and qualifications, to the Headmaster.

WIRRAL
(Metropolitan Borough of)
EASTHAM COUNTY SECONDARY SCHOOL
Plymyard Avenue, Eastham
Wirral, Merseyside
(Mixed: 890)

For January: ENGLISH SPECIALIST (Scale 1). Graduate preferred. Some Sixth Form work available for suitable candidate.

Application forms from Headmaster (S.A.E., please).

Geography

Heads of Department

COVENTRY (City of)
WOODWAY PARK SCHOOL AND COMMUNITY COLLEGE
(Social Priority School)
(1,190 on roll)
Social Priority Allowance £201-£276
Required Easter 1978

HEAD of GEOGRAPHY, Scale 5 or 4 depending on qualifications and experience. C.S.E. and "O" level courses based on Schools Council 14-16 Geography Project. Experience in teaching "A" level Economics an advantage.

Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Woodway Lane, Coventry CV2 2AT.

EALING
(London Borough)
EDUCATION SERVICE
CARDINAL WISEMAN R.C. HIGH SCHOOL
Greenford Road, Greenford,
Middlesex

The school requires for January, 1978, a HEAD of DEPARTMENT for GEOGRAPHY to work within the Faculty of Humanities. The person appointed will be experienced in the teaching of Geography to all levels, including "A" level and Geology to "O" level and across the whole range of ability. Suitable candidates must be capable of organizing and administering the department, and must be prepared to run residential field courses which form an integral part of all examination work.

A Scale 5 will be offered to a suitable candidate.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Application forms are obtainable from the Headmaster at the school (S.A.E.).

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
BROWNHILLS COMPREHENSIVE SCHOOL
Deakin Avenue, Brownhills
HEAD of GEOGRAPHY (Scale 3).

Geography is taught to all forms in the first three years, and in option groups in the fourth and fifth. Courses are already developed to C.S.E. and "O" levels, where Geography is heavily subscribed. Geography has also proved to be one of the most popular subjects to "A" level in the small but growing Sixth Form.

Applications to Head Teacher with names and addresses of two referees and S.A.E.

WARWICKSHIRE
DUNSMORE SCHOOL FOR BOYS
Ashlawn Road, Rugby
(Roll: 736, 130 Sixth Form)

Required April/September, 1978, HEAD of GEOGRAPHY DEPARTMENT. Work to C.S.E., "O" and "A" levels and also with joint Sixth Form with neighbouring Dunsmore School for Girls. Scale 3 for suitable applicant. Please state other relevant interests.

Apply to the Head at the school. (S.A.E. please.)

Scale 1 Posts

BROMLEY
(London Borough of)
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent

Required for January, a TEACHER of GEOGRAPHY and SOCIAL STUDIES. An interest in local studies would be a considerable recommendation.

A teacher is looked for capable of teaching Geography in the lower school, with some examination work (perhaps to "A" level) for a suitably qualified person. Additionally, a contribution is sought to the teaching of Social Studies in the upper school, directed towards CSE; this could be developed into the sixth form, given a suitable teacher.

Removal and other expenses payable in approved cases. Application is by letter to the Headmaster at the school, giving details of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. JULIAN'S GIRLS' SCHOOL
(Group 9)
Watling Street, St. Albans

Full time TEACHER (Scale 1 post) required as soon as possible for GEOGRAPHY DEPARTMENT to teach the subject throughout the school including external examination standard.

Applications by letter to the Headmistress including names of two referees.

LIVERPOOL
LIVERPOOL INSTITUTE GIRLS' HIGH SCHOOL
Blackburne Place
Liverpool L8 7PF

Required for January or as soon as possible ASSISTANT for GEOGRAPHY, Scale 1, to share the teaching to C.S.E., "O" and "A" level; to help in the Geography in C.S.E., Environmental Science, and in teaching Lower School General Science. A temporary appointment for Spring term might be made.

Replies by letter giving full details to Headmistress.

Closing date, 9th December. Quote reference 593(b).

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
CROMPTON HOUSE C.E. SCHOOL
Rochdale Road, Shaw, Oldham

Required for January, 1978, at this 11 to 16 C. of E. mixed Comprehensive School of about 750 pupils. Scale 1 TEACHER of GEOGRAPHY to "O" level.

Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to the Head at the school immediately.

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West, E11 2JZ
Telephone: 01-989 2791
Head, Mrs. P. M. C. Taylor, M.A.

Suitably qualified and experienced TEACHER of GEOGRAPHY (Scale 1) required for January, 1978, or as soon as possible thereafter in this well established 11 to 18 mixed Comprehensive School (1,500 on roll including 200 in the Sixth Form). A graduate is required to join a thriving department and some "A" level work may be available for a suitable candidate. An interest in European Studies and Field Work would be an advantage.

Outer London allowance is payable.

Further details and application forms are available from the Head Teacher at the school and should be returned to the Head Teacher as soon as possible.

SUFFOLK
COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge
IP12 4JX
(13 to 16 mixed, roll 570)
Head Teacher, Mr L. Boulton

Required for January, 1978, or as soon as possible thereafter, an ASSISTANT TEACHER for GEOGRAPHY with subsidiary HISTORY. Newly qualified teachers welcome to apply.

Applications by letter in first instance giving curriculum vitae and the names and addresses of two referees, to the Head at the school: please enclose S.A.E.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE
ST. WILFRID'S R.C. HIGH
(Number on roll: 1,250)

Required January, 1978, Scale 1 GEOGRAPHY TEACHER to "A" level. Interest in Geology advantageous.

Requests for application forms and further details accompanied by a S.A.E. should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

History

Heads of Department

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road, Hayes
Bromley, Kent BR2 7DB
(Six form entry co-educational, 11 to 19 years)

Required for April, 1978:
Graduate MASTER/MISTRESS to be DIRECTOR of HISTORICAL STUDIES. Scale 4. It is hoped to recruit an able and enthusiastic teacher to lead a successful and well-equipped department. There is a large Sixth Form of 300 students and an abundance of public examination work. The school, which provides a disciplined and responsive environment, easily fills all ability levels of a balanced intake. The present holder of the post has been promoted to be a Senior Teacher in another school.

Removal and other expenses payable in approved cases.

Application forms and further particulars may be obtained from the Headmaster, Dr. J. B. Leeming, to whom completed forms should be returned as soon as possible. (Tel.: 01-462 2767).

LIVERPOOL
ARUNDEL MIXED COMPREHENSIVE S.P. SCHOOL
Sefton Park Road
Liverpool L8 0TH

Required for Summer term, HEAD of HISTORY, Scale 3.
Forms obtainable from (S.A.E.) and returnable by 9th December to Head Teacher at the school. Quote reference 595(b).

STAFFORDSHIRE
EDUCATION COMMITTEE
FAIR OAK COMPREHENSIVE SCHOOL
Penkridge Bank Road, Rugeley
(Roll: 1,025)

HEAD of HISTORY (Scale 3) required for this 11 to 18 Comprehensive School. Appointment for either January or the Summer Term.

Application forms obtainable from and returnable to the Headteacher (S.A.E.).

Other Posts on Scale 2 and above

DURHAM
COUNTY COUNCIL
DARLINGTON EASTBOURNE COMPREHENSIVE SCHOOL
(1,300 on roll)

HISTORY, salary Scale 3, well qualified (Graduate preferred) and experienced TEACHER required for April, 1978, to be responsible for the organisation and teaching of subject throughout school within the Social Studies Department.

Stamped addressed envelope for application form and further details to Area Education Office, "Craig Lea", Uplands Road, Darlington.

Closing date for receipt of applications 12th December, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following posts:

SHERWOOD HALL UPPER SCHOOL
Stuart Avenue, Forest Town
Mansfield, Nottinghamshire
NG19 0AB
Headmaster: H. J. Penfold
Mixed: 1,000 (14-18)

For January, or as soon as possible thereafter, GRADUATES (Scale 2) as Second in HISTORY Department to teach "O", "A" and C.S.E. levels throughout school.

Application forms available from the Headmaster.

Closing date: 9th December, 1977.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Drive, Houghton Regis, Bedfordshire
Acting Headmaster,
Mr. A. C. Elder

Required for January, 1978, or as soon as possible, Scale 1 HISTORY TEACHER with an interest in European History to teach at all levels including C.S.E., G.C.E., "O" and "A" Level classes.

Application forms obtainable from and returnable to the Headmaster.

BROMLEY
(London Borough of)
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley
Kent BR1 2SQ
Required for January, 1978:

A TEACHER of HISTORY to help in the teaching of History throughout the school to Advanced Level and of Social Studies in the middle school. This former grammar school has non-selective entries in years I-IV.

Removal and other expenses payable in approved cases.

Please apply direct to the Headmistress at the school with full professional details giving names and addresses of two referees.

BURY
(Metropolitan Borough of)
ST. PETER'S R.C. GRAMMAR SCHOOL
Bury Old Road, Prestwich,
Manchester
Number on roll—711 Boys

Required for 1st January, 1978, or as soon as possible thereafter; GRADUATE TEACHER (Scale 1) for HISTORY in Lower and Middle schools. Initially with some Sixth Form General Studies. Ability to teach Economics to "A" level would be an advantage, but not *essential*.

The appointment will be temporary or permanent dependent upon qualifications.

Letter of application stating full curriculum vitae and the names and addresses of two referees to be forwarded to the Headteacher at the school (enclosing a S.A.E.) by Friday, 9th December, 1977.

DERBY
MORTIMER WILSON SCHOOL
Alfreton, Derby DE5 7JA
(1,600 mixed; 11-18 years)
Required for January, 1978:
TEACHER for HISTORY (Scale 1)

Temporary appointment, or permanent post for suitable applicant.

Applications by letter direct to Headmaster, together with curriculum vitae and names and addresses of two referees.

ISLE OF WIGHT
COUNTY COUNCIL
RYDE HIGH SCHOOL
Bell Lane, Ryde, Isle of Wight
Group 11
(1,007 on roll)
Age range 13 to 18 years

HISTORY TEACHER (Scale 1) required from April, 1978 (earlier if possible), for this 10-form entry high school.

The school is fully comprehensive, and work can be offered according to qualifications and interests at all levels up to "A" level.

Apply to Headmaster for application forms (S.A.E.). Closing date 7th December, 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, S.W.19
Tel. No. 01-946 2208
Headmistress, Miss H. D. Whale, M.A.
(Roll, 790 girls age range 13 to 18 (6th Form 180))

Required in January, 1978 (or as soon thereafter as possible) a temporary TEACHER of HISTORY in this Comprehensive Girls' High School. We need someone who can teach throughout the school, and will enjoy a substantial amount of C.S.E. work. It is possible that the post may become permanent.

London Allowance £402.

Write at once to the Headmistress at the school, with essential information, telephone number and a stamped addressed envelope for an application form and further details.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Roll 901
Headteacher, Mr. F. Jones
Required January, 1978, until May, 1978:—
Temporary TEACHER of HISTORY. Scale 1.

Burnham Scales, plus London Allowance £402 per annum, plus Social Priority Allowance £201 per annum.

Application forms may be obtained from the Head Teacher (Tel. 01-511 0121), to whom they should be returned not later than December 9, 1977.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAISTER SECONDARY SCHOOL
(Number on roll 600, mixed)
Windsor Road, Caister, Great Yarmouth, Norfolk NR30 5LS

Scale 1 TEACHER of HISTORY and GENERAL SUBJECTS required for January, 1978, or as soon as possible.

Application forms only obtainable by sending a foolscap S.A.E. to the Head Teacher of the school. Receipt of application will not be acknowledged and unsuccessful applicants will not be informed unless a S.A.E. is attached to the application form. Candidates are advised to use the First Class post.

SUFFOLK
COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
ASSISTANT TEACHER for GEOGRAPHY, with subsidiary HISTORY.

For further details see full advertisement under Secondary Geography, Scale 1.

SUTTON
(London Borough of)
GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton,
Surrey SM5 1LW

TEACHER of HISTORY—Scale 1, required for January for this five-form entry school for boys and girls of 11 to 18. The subject is taught to C.S.E., "O" and "A" levels. Carshalton is a pleasant town on the edge of Surrey Green Belt within 30 minutes of the West End and one hour from the coast.

Please write to the Head giving full details of qualifications and experience, together with the names and addresses of two referees.

YORKSHIRE
BEVERLEY GRAMMAR SCHOOL

A TEACHER of HISTORY required in January at this Aided School of 570 boys where the comprehensive intake has reached the fourth year. The teacher concerned could have a share of the Sixth Form work if qualified to take it. The post is Burnham Scale 1, and may be made on a temporary or a permanent basis.

Applications should be made to the Headmaster at the school as soon as possible and should be accompanied by a testimonial and the name and address of a referee.

No forms issued in the first instance.

Humanities

Scale 1 Posts

BERKSHIRE
CHARTERS COUNTY SECONDARY SCHOOL
Charters Road, Sunningdale
(Roll 1,320)
Required in April, 1978, TEACHER of HUMANITIES

London Fringe Allowance £150. Lodging allowance and removal expenses schemes in operation.

Forms and further details from the Headmaster (S.A.E.). Closing date, 12 December, 1977.

CROYDON
(London Borough of)
TAVISTOCK HIGH SCHOOL
Tavistock Grove
Croydon CR0 2BH
Telephone: 01-689 1641
Tenable Immediately

ASSISTANT TEACHER required for integrated HUMANITIES (History, Geography and Religious Education) in an active and well-established department in this mixed 11 to 14 high school. Energy and interest in the full range of pupils is looked for.

Salary, Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Chapelhouse Road, Chelmsley Wood
Birmingham B37 5JS
(Nine-form entry fully comprehensive (11 to 18) school in well-equipped purpose-built premises, serving the large urban overspill development of Chelmsley Wood; 1,300 on roll)

Required as soon as possible:—TEACHER for a post in the HUMANITIES FACULTY, with a particular interest in Social Studies and Economics at Upper School level but also prepared to work with a team of staff on an integrated course at Lower School level. (Scale 1.)

Application forms and further details may be obtained from the Head, Mr J. Dalton, at the school. Please enclose S.A.E.

SURREY
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGHLANDS COUNTY SECONDARY
Woking
(Initial secondment from January 1978 to Woking College)

TEACHER required September 1978, to join Social Science team within Humanities Department, and to offer either GEOGRAPHY or HISTORY.

Successful candidate would be seconded to Woking College for two terms from January 1978, where commitments would include "A" level Government and Politics and Economics, "O" level Commerce, initially at Scale 1.

Application forms from the Head. Telephone: Woking 4744.

Mathematics

Other Posts on Scale 2 and above

BERKSHIRE
WOODSIDE COUNTY SECONDARY SCHOOL
Norway Drive, Slough
(Roll 600)

Required January, 1978, ASSISTANT TEACHER for MATHEMATICS up to and including C.S.E. and "O" levels. Possibility of Scale 2 for suitably qualified and experienced applicant. Less experienced teachers considered for Scale 1.

London fringe allowance £150, Lodging allowance and removal expenses schemes in operation.

Apply with details, naming two referees, to Head (S.A.E.).

Closing date 12 December.

BEXLEY
(London Borough)
BEXLEYHEATH SCHOOL
(Roll 1,729)
Graham Road, Bexleyheath, Kent
(Telephone: 01-303 5696)
MATHEMATICS TEACHER

Required as soon as possible, well qualified and experienced TEACHER to assist with "A" level work and responsibility for various organisational duties of the Department. Further details and application form from the Headmaster. (S.A.E. required.)

L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

BRENT
(London Borough of)
BLADEBROOK HIGH (MIXED) SCHOOL
Brentfield Road, NW10 8HD
(Roll 1,144)
11 to 18, Social Priority School

Required from January or as soon as possible thereafter—TEACHER for MATHEMATICS to teach throughout the school using syllabuses which lead to C.S.E., G.C.E. "O" level (including the pilot scheme for Combined Mathematics) and "A" level.

The school has an Integrated Studies scheme in years 1 and 2 and part of the Mathematics is taught within the scheme. There is a rapidly developing "A" level requirement in form 6 and the school has a very favourable pupil-teacher ratio. A part-time appointment would be considered and for a suitably qualified and experienced candidate a Scale 2 post could be available to the full-time or the part-time teacher appointed.

London allowance of £402 per annum is payable and for full-time appointments the Authority has a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
Station Road, Honley
Huddersfield HD7 2QJ
(1,270 pupils: 11 to 18; sixth form of over 200)

Required for April (or September) 1978, TEACHER of MATHEMATICS, Scale 3. The successful applicant will be second in the department and will be required to play a major role in its organisation. An ability to teach Statistics at "A" level will be especially valuable.

Further information and forms of application are available from the Headmaster at the school (Please send stamped addressed foolscap envelope).

LIVERPOOL

Applications are invited for the following posts required for January. Forms obtainable from (S.A.E.) and returnable by 9th December, to the Head Teacher at the school.

ASSISTANT for MATHS, Scale 2/3
FAIRFIELD GIRLS COUNTY SECONDARY S.P. SCHOOL
Sheil Road, Liverpool L6 3AA

Scale 3 available for suitably qualified and experienced applicant. Knowledge of Computer Studies an advantage. Quote reference 592(b).

ASSISTANT for MATHS
Scale 1
QUEEN MARY GIRLS COMPREHENSIVE SCHOOL
Long Lane, Liverpool L9 6AF

To teach S.M.P. and traditional MATHS to C.S.E. and "O" level. Some "A" level possible. Interest in computing will be an advantage. Quote reference 595(b).

LONDON, N.16
Required January, 1978, TEACHER for MATHEMATICS S.M.P. to "O" level in Girls' Secondary School in North London. Hours, 11.30-5 Monday-Thursday, Friday 11.30-1 p.m.
Phone: 800 8613.

NORTHAMPTONSHIRE
COUNTY COUNCIL
THOMAS BECKET R.C. UPPER SCHOOL
Kettering Road, Northampton
NN3 6JF

MATHEMATICIAN required for September, 1978 (Scale 3). Applications are invited from suitably qualified candidates, capable of teaching APPLIED MATHEMATICS and/or STATISTICS to Advanced level; an interest in Computer Studies advantageous.

Applications are welcome, particularly from candidates willing to contribute to the religious education teaching in the school. Further detailed particulars about the school, this post, and application forms are available from the Headmaster (S.A.E.). Completed application should be returned within two weeks of the advertisement.

Scale 1 Posts

BEXLEY
(London Borough)
BEXLEYHEATH SCHOOL
Graham Road, Bexleyheath, Kent
(Roll: 1,729)
Tel: 01-303 5696

Required for January, 1978, TEACHERS of MATHEMATICS to assist team working up to examination level. Scale allowance for suitably qualified candidate. Application forms obtainable from the Headmaster (S.A.E. required).

PARKLANDS SCHOOL
Baxley Lane, Sidcup, Kent.
(Roll: 761)
Tel: 01-300 5668

MATHEMATICS TEACHER required as soon as possible at this Boys' School. Further details and application form obtainable from the Headmaster (S.A.E. required).

L. A. A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

BROMLEY
(London Borough of)
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent

Required for January, a TEACHER of MATHEMATICS (Scale 1), to join a stable and successful department, with well-developed courses to "A" level, "O" level and C.S.E.

A teacher is looked for with an interest in modern mathematics and with the knowledge and skill to teach throughout the age range, including a contribution to examination work. Help would also be welcome with computer studies or statistics.

Removal and other expenses payable in approved cases.

Application is by letter to the Headmaster at the school, giving details of two referees.

BROMLEY
(London Borough of)
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent.
Orpington 31078
6 form comprehensive.
Headmaster: D. A. Davies, B.Sc.

Required for January 1978 a temporary full or part-time TEACHER of MATHEMATICS for groups in years 1 to 5.

The school is housed in modern buildings on an attractive site shared with The Ramsden School for Girls. The joint 6th form of 170 boys and girls already offers a wide range of well established G.C.E. Advanced level courses.

Applications direct to the Headmaster at the school giving full details and qualifications and experience, together with names and addresses of two referees.

SECONDARY
Mathematics
continued

CROYDON
(London Borough of)
INGRAM BOYS' HIGH SCHOOL,
Springfield Road, Thornton Heath, Surrey CR4 8DZ
Tel. 01-653 0001/3
Tenable 1st January, 1978

MATHEMATICS TEACHER (M.S.M.E.) competent to teach all abilities in the 11-14 age range. The person appointed will also be required to teach first year Science and will need to be suitably qualified. This is initially a temporary post with the possibility of becoming permanent at a later date.

Salary: Burnham Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
ULLSWATER SCHOOL
Penrith
11 to 16, boys
(Roll 800)

Temporary TEACHER of MATHEMATICS with SOCIAL STUDIES required for January, 1978. Scale 1 post.

Further details and application form available from the Headmaster on receipt of a S.A.E.

DERBYSHIRE
HATTON SCHOOL
Station Road, Hatton DE6 5EH
(Mixed comprehensive, Group 10)

Required for 1st January, 1978, a TEACHER of MATHEMATICS to teach the subject throughout the School to G.C.E. "O" level and C.S.E. standards.

A temporary appointment of one or two terms would be considered. Apply immediately by letter enclosing curriculum vitae and the names of two referees, to the Headmaster.

DERBYSHIRE
WILLIAM ALLITT SCHOOL
Sunnyside, Newhall, Burton-on-Trent DE11 0TL
(Burton 216401)
MATHEMATICS (Scale 1).

A temporary, full-time TEACHER is required from January 3, 1978, to teach MATHEMATICS in this comprehensive school (11 to 16) of 900 students. The present teacher is taking maternity leave under the Protection of Employment Act, and the post may terminate on her return.

Please apply to the Headmaster, giving details of qualifications and experience, if any, and naming two people to whom reference may be made.

College leavers will be considered as well as experienced teachers.

DERBYSHIRE
ANTHONY GELL SCHOOL
Wirksworth
(880 mixed, 11 to 18, fully comprehensive)

Seeks MATHEMATICIAN, Scale 1, to teach across the age and ability range, possibly with some sixth form work.

Easter appointment.

Details from Headmaster.

EAST SUSSEX
(EASTBOURNE/LEWES AREA)
BEACON SCHOOL
Crowborough

Required for January, 1978 full-time GRADUATE TEACHER of MATHEMATICS, Scale 1. Knowledge of SMP Mathematics an advantage, "A" level work available.

School is an expanding 11 to 18 co-educational comprehensive. House system of pastoral care operates.

Scheme of relocation grants available in approved cases.

Letter of application with full details to the Headmaster, Beacon School, East Beeches Road, Crowborough, as soon as possible.

EAST SUSSEX
HEATHFIELD SCHOOL
Cade Street, Heathfield, East Sussex TN21 8RJ

For January, 1978, a temporary or permanent TEACHER of MATHEMATICS (Scale 1) in this mixed 11 to 18 comprehensive school, housed in modern, well-equipped buildings in the heart of rural Sussex.

Application forms from the Headmaster (S.A.E., please).

ESSEX

CORNELIUS VERMUYDEN
(Roll 1,130)
Third Avenue, Canvey Island
Tel.: Canvey Island 5011

MATHEMATICS

Scale 1 (possibly 2) + S.P.A. Allowance. For January 1978. Temporary for one term or permanent.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned (foolscap S.A.E., please).

GLOUCESTERSHIRE
ARCHWAY SCHOOL
Paganhill, Stroud GL5 4AX
(1,150 mixed, 11-18 Comprehensive)

Required April, MATHEMATICIAN, to teach S.M.P. in Fifth Year. Strong department. Appointment initially for one term only.

Applications with a statement of qualifications and the names of two referees, to the Headmaster, from whom details obtainable. (S.A.E.)

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, Middlesex
(Number on roll: 1,047; 92 in sixth form)
Head Teacher, K. E. R. Bryant, B.Sc.
Required for January, 1978:

MATHEMATICS TEACHER, Scale 1 to join a team of seven. The Scottish Modular Mathematics course is used in Years 1 and 2 and a modified SMP course is used in Years 3 to 5.

Apply in the first instance to the Headmaster at the School giving a brief outline of career to date and the names of two referees. London allowance is payable. Seventy five per cent expenses paid in approved cases.

Lancashire
County Council

Closing date 5th December, 1977

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Head Teacher at the school. S.A.E., please.

SPECIAL EDUCATION
SKELMERSDALE BEACON SPECIAL (Mixed) (30 on roll)
1st January, 1978.
Experienced TEACHER for secondary pupils. Mathematics to C.S.E. an advantage.
Scale 1.

SECONDARY SCHOOLS
HEADS OF DEPARTMENT
BLACKBURN, EVERTON HIGH SCHOOL (1,008 mixed)
Manxman Road
January/May, 1978.
(1) HEAD of EUROPEAN STUDIES to be responsible for teaching of Modern Languages and French and German to examination level. Scale 3.

(2) HEAD of REMEDIAL DEPARTMENT.
Scale 2.

SCALE 2 POST
CROSTON THE BISHOP RAWSTORNE C.E. HIGH SCHOOL (11-16, 800 mixed)
Out Lane, Croston, Preston PR5 7HJ
January 1st, 1978, or as soon as possible thereafter.
FRENCH and GERMAN.

SCALE 1 POSTS
MORECAMBE HIGH SCHOOL (1,350 on Roll)
(Group 12, 11-18 Mixed Comprehensive, 200 in Sixth Form)
Dallam Avenue, Morecambe
1st January, 1978.
BOYS' PHYSICAL EDUCATION.

BLACKPOOL COLLEGIATE (1,670 mixed, 550 in Sixth Form)
Blackpool Old Road, Blackpool FY3 7LS
January, 1978, or as soon as possible afterwards.
GRADUATE for Mathematics to "O" level at least.

BLACKPOOL, MONTGOMERY HIGH SCHOOL (1,028 mixed)
All Hallows Road, Bispham, Blackpool
1st January, 1978, or as soon as possible thereafter.
GEOGRAPHY to C.S.E./G.C.E. "O" level.

BLACKPOOL ALL SAINTS R.C. HIGH SCHOOL (1,150 mixed)
Garstang Road West, Blackpool
January, 1978, or as soon as possible.
SCIENCE (Physics—interest in Nuffield Combined Science would be an advantage).

LEYLAND WARDEN HIGH (787 on roll)
Westfield Drive, Leyland, Preston
1st January, 1978.
HOME ECONOMICS—Housecraft, including examination work. Lower School Needlework useful.

DARWEN, VALE HIGH SCHOOL (1,200 mixed)
Blackburn Road, Darwen
January, 1978.
RELIGIOUS STUDIES to "A"/"S" levels. Please state subsidiary subject.

HASLINGDEN HIGH (11-18 Comprehensive, 1,360 on roll)
Broadway, Haslingden, Rossendale
1st January or 1st May, 1978.
FRENCH to "O" and "A" levels.
Scale 1 (Scale 2 for suitable applicant).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

MEOPHAM SECONDARY SCHOOL
Meopham, Gravesend
(Roll 815)

Required for January or Easter, TEACHER of MATHEMATICS. Scale 2 available for suitably qualified and experienced applicant, but college leavers may also apply.

This 8-form entry mixed High School opened in pleasant rural surroundings in 1970. Comprehensive intake into Lower School.

Letters of application, naming two referees, and curriculum vitae should be sent to the Headmaster at the school. (Telephone: Meopham 814646.)

KNOWSLEY
(Metropolitan Borough of)

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Liverpool L33 8XF

(1,900 boys and girls, 11-18. Well established Sixth Form, S.P.A. payable

For January, 1978. MATHEMATICS. Scale 1. Suitable qualifications for "A" level work an advantage.

For further information send s.a.e. to Headmaster, to whom applications, giving details of age, qualifications and experience, together with the names of two referees, should be sent as soon as possible.

LONDON
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Telephone: 01-387 3856
A five-form entry Comprehensive School for Girls

Required for January, 1978, a fully qualified MATHEMATICS TEACHER capable of teaching all ages, including C.S.E., "O" level and C.E.E. examination classes. An ability to take some Nuffield Physical Science would be an advantage. Pupils are taught S.M.P. Mathematics in mixed ability classes in the first year and then in sets thereafter. This would be a temporary appointment in the first instance and preference is given to candidates who are practising Catholics.

Please telephone or write for further details to the Headmistress.

LONDON
PARMITER'S SCHOOL
Approach Road, London E2 9LZ
01-980 3041
(Voluntary Aided Grammar School, 825 boys)

Required from January-September, 1978, GRADUATE MATHEMATICIAN to teach the subject for two days per week.

Salary Scale 1, plus full London Allowance.

Apply to the Headmaster at the school giving curriculum vitae and the names of two referees.

NEWCASTLE-upon-Tyne
(City of)
EDUCATION COMMITTEE
ST MARY'S R.C. COMPREHENSIVE SCHOOL
TEACHER OF MATHEMATICS
(Scale 1)

Required for Easter, 1978, or as soon as possible, a suitably qualified teacher for appointment to a scale 1 post for mathematics at this voluntary Co-educational Comprehensive School.

Application forms, obtainable from the Director of Education, Civic Centre, Newcastle-upon-Tyne, NE1 8PU, telephone Newcastle 28520, ext. 350, to be returned to the Headmaster, St. Mary's Comprehensive School, Benton Park Road, Newcastle-upon-Tyne, NE7 7PE by December 9, 1977.

NEWHAM
(London Borough of)
Re-advertisement
TRINITY SCHOOL
Barking Road, London E16 4DD
Roll 1,040 boys
Head Teacher, Mr. D. L. Johnson, B.Sc. (Econ.)
Required as soon as possible:—

TEACHER of MATHEMATICS, Scale 1, for this one site boys' comprehensive school. The tone and discipline of the school are good and preliminary visits by prospective applicants would be welcomed.

Burnham Scales, plus London Allowance £402, plus Social Priority Allowance £201 or £276.

Applications giving all relevant particulars should be made to the Head Teacher (Tel. 01-476 9518) by December 9, 1977.

NORTH YORKSHIRE
COUNTY COUNCIL
BEDALE SCHOOL
(Mixed Comprehensive, 11-16. Number on roll 700)

Required from January, 1978, TEACHER of MATHEMATICS, Scale 1. The post is suitable for a new entrant.

For application form send s.a.e. to the Headmaster, Bedale School, Bedale, North Yorkshire DL8 2EQ.

Forms returnable within 10 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following posts:—

THE BECKET COMPREHENSIVE SCHOOL
Ruddington Lane, Wilford, Nottingham
Headmaster, T. Dillon, B.A.
Mixed (940, 11 to 18)

For January or Easter, MATHEMATICS TEACHER (Scale 1), graduate preferred. There will be an opportunity for some Sixth Form teaching. Help with extra curricular activities would be a strong recommendation.

Applications (no forms) to the Headmaster, with names and addresses of two referees, as soon as possible.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

GWERNYFED HIGH SCHOOL
Tel. Glasbury 445

Mixed Comprehensive: 660 on roll

Required for 10th April, 1978, ASSISTANT TEACHER OF MATHEMATICS to teach the subject throughout the school to "A" level. Scale 2 post available for suitable applicant (Ref. 141/S/7).

Application forms and further particulars (S.A.E., please) obtainable from the Headmaster to whom completed forms should be returned by 16th December, 1977.

REDBRIDGE
(London Borough of)
LOXFORD HIGH SCHOOL
Headmaster, R. M. M. Markarian, E.R.D., M.A., S.B.E.A.
Loxford Lane, Ilford, IG1 2UT
Telephone 553 2424

Suitably qualified and experienced TEACHER of MATHEMATICS (Scale 1) required for January, 1978, or as soon as possible thereafter in this well established 11 to 18 mixed Comprehensive School to teach the subject to C.S.E. and "O" level and perhaps "A" level.

Applicants with Junior Secondary Training would be considered. Outer London allowance is payable.

Further details are available from the Head Teacher at the school, to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience, together with the names of two referees or S.A.E.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
WULFRIC SCHOOL
St. Mary's Drive, Burton upon Trent
Group 12
Headmaster, Mr. J. A. Atherton, B.A.

Required for January, 1978, an ASSISTANT TEACHER of MATHEMATICS (Scale 1).

Applications by letter to the Headmaster at the school as soon as possible.

H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent DE14 1NP.

STAFFORDSHIRE
EDUCATION COMMITTEE
RISING BROOK HIGH SCHOOL
Wolverhampton Road, Stafford
(Roll: 1100 (mixed))

Required for January, 1978, TEACHER of MATHEMATICS (Scale 1).

Applications to the Headteacher from whom further information can be obtained (S.A.E.).

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
11 to 16 mixed
(Roll 1,587)
Copleston Road, Ipswich IP4 5HD
Head Teacher, Miss M. J. Benson

Required for January, 1978, or as soon as possible thereafter, ASSISTANT TEACHER Scale 1 for MATHEMATICS up to fourth year. Subject taken up to C.S.E. and G.C.E. "O" level.

Application forms and details from the Head at the school, S.A.E. please, forms to be returned immediately.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: MATHS TEACHERS for challenging posts in secondary schools and teacher training colleges. The countries will include Nigeria, Ghana, Kenya, Malaysia, Papua New Guinea.

Local salary/volunteer terms of service, including payment of NI and superannuation.

For further details contact Murray Morrison (Ref: TLS MC514) at VSO, 14 Bishop's Bridge Road, London W2 6AA (Tel.: 262 2611.)

WEST SUSSEX
SOUTHERN AREA
KING'S MANOR SCHOOL
Shoreham-by-Sea
(Mixed Comprehensive, 200 in Sixth Form)

Required January/April qualified TEACHER of MATHEMATICS to teach in both Lower and Upper Schools. Temporary appointment can be considered. Very well-equipped and successful Department, with wide variety of courses up to C.S.E. and G.C.E. "O", "A" and "S" levels.

Details and form from Headmaster.

Modern Languages

Heads of Department

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT

MALVERN, THE CHASE HIGH SCHOOL

Geraldine Road, Malvern, Worcs. WR14 1LJ

(Mixed Comprehensive 11-18: 1,400 plus pupils

Required as soon as possible after December, HEAD of LANGUAGES Department (Scale 4) to teach FRENCH and GERMAN at all levels through the school, and to be preparing for an expansion in the teaching of languages (including Latin) as part of the function of teaching and developing an important department, which should be expanding into the future.

Further details and application forms available from the Headmaster upon receipt of a S.A.E. (foolscap).

LONDON, S.E.22.
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required for September 1978:

A HEAD of the FRENCH Department to replace the present holder of the post on her retirement. Applicants should be capable of organizing and teaching French throughout the School to Advanced and Scholarship levels. This is a post of responsibility carrying a high salary for an applicant with excellent academic qualifications and experience.

Salary, Burnham Scale with Inner London Allowance and Government Superannuation.

Apply in writing to the Head Mistress giving full particulars, copies of two testimonials and the names of two referees.

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate
London E7 9PR
(Roll 1,142 co-educational)
Head Teacher:
Mr. A. C. Chamberlain, B.Sc.
Required for April 1978 or earlier if possible:—

HEAD of MODERN LANGUAGES DEPARTMENT, Scale 4.

Burnham Scales plus London Allowance (£402).

Application forms may be obtained from the undersigned to whom they should be returned not later than 9th December, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

WILTSHIRE
MALMESBURY SCHOOL
Headmaster, J. A. D'Arcy

(Mixed comprehensive: 1,200 on roll, including 100 in sixth form)
Required in April, 1978, a HEAD of LANGUAGES (Scale 5). French is taught throughout the school and German is introduced in the fourth year. We are looking for someone to extend our present contacts with French schools and maintain the present academic standards of the department.

Application by letter (no forms), to the Headmaster, Malmesbury School, Corn Gastons, Malmesbury, Wilts, including the names of two referees. S.A.E. for further details.

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
OUSEDALE SCHOOL
Newport Pagnell

Required for January 1978, a MODERN LANGUAGES TEACHER on a temporary basis. Applicants should be able to teach both French and German to C.S.E., "O" and "A" levels. The person appointed would be primarily responsible for German teaching in the school. There is a strong possibility that the post will become a permanent appointment. Scale 2 post for suitable candidate.

Newport Pagnell is adjacent to the north-eastern boundary of the new city of Milton Keynes and the Development Corporation is making a number of houses available to teachers appointed to serve in schools in the area.

Applications by letter giving full personal details and the names and addresses of two referees to the Head, Mr M. Cole, B.A., Ousedale School, The Grove, Newport Pagnell Bucks MK16 0BJ.

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
Copleston Road, Ipswich IP4 5HD
(11 to 16 mixed, roll 1,587)
Head Teacher: Miss M. J. Benson

Required for April 1978, HEAD of MODERN LANGUAGES, Scale 3, able to offer two foreign languages. French and German are taken at the school up to C.S.E. and G.C.E. "O" level.

Application forms and further details obtainable from the Head at the school, S.A.E., please.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton.
Headmaster, Mr. A. R. Beggs.

Required for January, 1978, TEACHER of MODERN LANGUAGES, Scale 1 to "O" Level examination standard.

Some assistance with accommodation may be available.

Application forms available from, and returnable to, the Headmaster.

BERKSHIRE
SLOUGH HIGH SCHOOL
Twinches Lane, Slough
Roll 428 Girls

Required January, 1978, GRADUATE to teach FRENCH throughout the school including "O" and "A" level work. Temporary appointment for two terms, but permanent post might be offered to suitable candidate.

London Fringe Allowance £100.

Apply with details, naming two referees to the Head at school (S.A.E.). Closing date: 12th December, 1977.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
COUNTY GRAMMAR SCHOOL FOR GIRLS
Penzance, Cornwall TR18 2SA
Number on roll: 700
Headmistress: Mrs. N. P. Byrne B.Sc.
MODERN LANGUAGES—Scale 1.

Required for September, 1978, a GRADUATE to teach GERMAN to G.C.E. Ordinary and Advanced Level standard with some subsidiary FRENCH, if possible.

Application forms and further details can be obtained from the Headmistress at the School on receipt of a stamped addressed envelope. They should be returned to the School within two weeks of the appearance of this advertisement.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
FOWEY SCHOOL
Windmill, Fowey
Number on roll: 960
11-16 Comprehensive
Headmaster: K. Eglin, B.Sc.
MODERN LANGUAGES—Scale 1

Required from 4th January 1978 until end of Summer Term 1978, Full-time TEACHER of GERMAN and some FRENCH.

Apply by letter to the Headmaster with details of qualifications, experience and referees.

Closing Date: Three weeks from the appearance of this advertisement.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
RICHARD LANDER SCHOOL
Truro
11-18 Comprehensive 1,100 pupils (Mixed), reorganised from September 1978 by combining Truro Girls' Grammar School with Penweathers County Secondary School.
Headmaster Designate: Mr. A. B. Dunn, B.Sc.
FRENCH—Scale 1.

Required for September 1978 TEACHER with willingness and ability to teach a second language would be helpful. Work up to "A" level for suitable candidate.

Further details and application form (foolscap S.A.E. required) from Mr A. B. Dunn, B.Sc., Headmaster Designate, c/o Penweathers County Secondary School, Tresawls Road, Truro.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS HIGH SCHOOL FOR GIRLS
The Ridge, Hastings
Headmistress: Mrs N. R. Spendlove, B.A., M.A.(Ed.)
Re-advertisement

January 1978, ASSISTANT for FRENCH, Scale 1. The appointment, temporary for two terms in the first instance, could become permanent September 1978. Well qualified teacher sought to share with four others the work to "O" level standard. Help with German and/or Spanish would be welcome.

Apply immediately with curriculum vitae to the Headmistress.

GLOUCESTER
CHELTENHAM LADIES' COLLEGE
GRADUATE required to teach FRENCH—See under INDEPENDENT SCHOOLS—Languages

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
Appleby Drive, Romford, RM3 7RT
(Roll 1,178: Co-educational)
(S.P.A. Allowance £201-£276 payable)

Required January 1978, or as soon as possible thereafter: TEACHER of GERMAN to "O" and "A" levels with some junior FRENCH. Temporary appointment considered.

There is a scheme for removal expenses.

Letters of application to the Head Teacher at the school, giving full curriculum vitae and quoting two referees.

HEREFORD AND WORCESTER
(County Council of)

EDUCATION DEPARTMENT

MALVERN, THE CHASE HIGH SCHOOL
Geraldine Road, Malvern, Worcs WR14 1LJ
(Mixed Comprehensive 11-18: 1,400 plus pupils

Required as soon as possible after December, an ASSISTANT TEACHER of FRENCH (Scale 1) to teach the subject ultimately at all levels through the school. Additional languages an advantage. French and German are the two languages taught in the school.

Further details and application forms available from the Headmaster upon receipt of a S.A.E. (foolscap).

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON-UPON-HULL DIVISION
DAVID LISTER HIGH SCHOOL
Rustenburg Street, Hull
Head, G. H. Garner

Required from January, 1978, a TEACHER of FRENCH to join a flourishing department of five modern languages specialists. Willingness and ability to teach French at all levels up to "A" level of G.C.E. and to share in the department's European Studies department are essential.

This is a mixed purpose-built senior high school for 1,150 pupils aged 13 to 18.

Full details and forms of application are available from the Head, to whom completed forms should be returned by December 9.

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, Isle of Wight.
Group 11
(1,100 on roll)

Required for January or April 1978, TEACHER of GERMAN (preferably Graduate) Scale 1. German is the main foreign language in this 13-18 mixed Comprehensive School.

Successful courses to C.S.E., "O" and "A" level, and well-established exchange link.

Subsidiary French would be an advantage but not essential.

Application forms available from the Headmaster to whom they should be returned (S.A.E.) by 7th December, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate, CT11 7PS
Tel.: 0843 51075
Headmaster, B. C. Drury, M.A., M.Ed.

780 boys, including 230 sixth form
Required for January, GRADUATE to teach GERMAN and some FRENCH. Sixth Form work available for well-qualified candidate. Temporary or permanent appointment considered.

The Department has a good record of success in winning Oxbridge Open Awards.

Apply as soon as possible by letter to the Headmaster, giving curriculum vitae and names and addresses of two referees.

GRAVESHAM DIVISION

SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent
Roll 1,100 mixed. This is a high school, age range 11-16, in the Thames-side Scheme for secondary organisation, with a comprehensive intake into its Lower School and courses leading to C.S.E. and G.C.E. examinations in its Main School.

TEACHER of FRENCH required for January. Opportunities to pursue interests in Music, Drama or Dance. College leavers considered.

Apply immediately (no forms) to the Headmaster, giving full details and naming two professional referees.

TONBRIDGE AND MALLING DIVISION

HILLVIEW SECONDARY SCHOOL FOR GIRLS
(11 to 17: 800)
Required in January or earlier, TEACHER to be in charge of MUSIC up to "O" level. Scale 2. Class music, Choir, Recorders, some instruments. Good tradition.

Apply as soon as possible with two referees and full curriculum vitae to Headmistress, Hillview School, Brionne Gardens, Tonbridge.

MEDWAY DIVISION

ROCHESTER—TEMPLE SECONDARY SCHOOL FOR BOYS
Brompton Farm Road, Frindsbury
(Roll: 710)

Wanted for January, a TEACHER of FRENCH. The language is taught to the more able boys in the school up to C.S.E. and G.C.E. "O" level, and the department has a good record of examination success. The post might be suitable for a young teacher of initiative. Applications from newly qualified teachers would be welcomed.

Apply to the Headmaster by letter as soon as possible, giving details of qualifications and the names of two referees.

NEWCASTLE-upon-Tyne
(City of)
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
TEACHER OF MODERN LANGUAGES—Scale 1.

FRENCH and GERMAN TEACHER, Scale 1, required from January 1, 1978, or as soon as possible thereafter to teach throughout this mixed comprehensive high school for the 13 to 18 age range (sixth form 270).

Application forms and further details from the Headmaster, Gosforth High School, Knightsbridge, Great North Road, Gosforth, Newcastle-upon-Tyne NE3 2JH, on receipt of a stamped addressed foolscap envelope.

SECONDARY
Modern Languages
continued

REDBRIDGE
(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford IG4 5LP
Telephone 550 2733
Headmaster: Mr. M. J. Handel, M.A.

Suitably qualified and experienced temporary TEACHER of FRENCH (Scale 1) required from January 1978 in this developing 11-18 mixed comprehensive school to replace a teacher on maternity leave.

Outer London Allowance is payable.

Further details and application forms are available from the Headteacher at the School and should be returned to the school as soon as possible.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford
Telephone: 01-554 3608, Miss J. Thompson, M.A.

Suitably qualified and experienced TEACHER of FRENCH (Scale 1) required for January, 1978, or as soon as possible thereafter in this new 11 to 18 mixed Comprehensive School to teach the subject at least to "O" level. Subsidiary subjects offered should be stated in application for the post. Outer London allowance is payable.

Further details are available from the Head Teacher at the school, to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience, together with the names of two referees.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
WARWICK BOLAM HIGH SCHOOL
(Mixed Comprehensive)
The Marian Way, Netherton, Merseyside L30 3TQ

Required for January/Easter, 1978 (School incorporates a Sixth Form College). GRADUATE to teach GERMAN to "O" and "A" level and FRENCH to first three years. A Scale II post available for a suitable candidate.

Apply by letter immediately to the Headmaster giving curriculum vitae and the names and addresses of two referees.

SOUTH TYNESIDE
(Borough of)
DIRECTORATE OF EDUCATION
MORTIMER COMPREHENSIVE SCHOOL
Temporary Scale 1—FRENCH/ENGLISH.

Applications are invited for the above temporary post, to teach French/English. Duty to commence January, 1978.

Application forms may be obtained by sending a stamped addressed envelope to the Head Teacher, Mortimer Comprehensive School, Reading Road, South Shields, Tyne and Wear NE33 4UG. Completed forms to be returned within 14 days of the appearance of this advertisement.

BRINKBURN COMPREHENSIVE SCHOOL
Scale 1—FRENCH/GERMAN.

Applications are invited for the above post, to commence duty January, 1978.

Application forms may be obtained by sending a stamped addressed envelope to the Head Teacher, Brinkburn Comprehensive School, McAnany Avenue, South Shields NE34 0PJ. Completed forms to be returned within 14 days of the appearance of this advertisement.

WESTOE COMPREHENSIVE SCHOOL
Temporary Scale 1—FRENCH/GERMAN.

Applications are invited for the above temporary post to commence duty January, 1978.

Application forms may be obtained by sending a stamped addressed envelope to the Head Teacher, Westoe Comprehensive School, Iolanthe Terrace, South Shields NE33 4BU. Completed forms to be returned within 14 days of the appearance of this advertisement.

VOLUNTARY SERVICE OVERSEAS

Required for September 1978: qualified TEACHERS of ENGLISH or MODERN LANGUAGES for a wide range of English Language teaching posts.

See advertisement in English section.

Music

Heads of Department

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS
(11 to 16)
Queen's Road, Wisbech, Cambs. PE13 2PA
Group 10
Roll: 902

Required for Easter, 1978, or sooner if possible:
HEAD of MUSIC Department, Scale 2.

Music is taught throughout this 11 to 16 school including examination levels. There are two well equipped music rooms and the school is served by several peripatetic teachers of musical instruments.

Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Miss L. M. Weller, at the above address by 7th December, 1977.

DONCASTER
EDUCATION COMMITTEE

DANUM SCHOOL
Armthorpe Road, Doncaster DN2 5QD
Telephone Doncaster 78385

Required for September 1978

HEAD OF MUSIC DEPARTMENT SCALE IV

Reorganization of education in this area of Doncaster will lead in September 1978 to the formation of Danum School, a (Group 13, 13 to 18 co-educational comprehensive school. The first pupils in the school will in the main, be those at present in Danum Grammar School and Intake High School. The present size of the sixth form is 250.

Further details and application forms are obtainable from the Headmaster at the above address.

Completed forms should be returned to him by the 7th December 1977.

LONDON
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Telephone 01-387 3856
A five-form entry Comprehensive School for Girls

Required in January, 1978, HEAD of MUSIC (Scale 3) to teach throughout the school, including C.S.E., "O" level and "A" level pupils.

There is an opportunity to develop both choir and orchestra and an interest in musical productions would be an advantage.

Violin, viola, cello, flute, clarinet, bassoon, piano and recorder are taught by peripatetic teachers.

Preference will be given to Catholic candidates.

Please write or phone for an application form to the Headmistress as soon as possible. Closing date for applications is Tuesday, 6th December.

Other Posts on Scale 2 and above

DEVON
AREA MUSIC TUTOR for WEST DEVON.

Required for April, 1978, or earlier if possible, an AREA MUSIC TUTOR to coordinate and develop musical activities in primary and secondary schools and work in the West Devon Music Centre, Scale 3 post.

Application forms and details (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, returnable to him within 14 days.

LEICESTER
PERIPATETIC MUSIC TEACHER, Burnham Scale 1-3.
See under Primary Scale 2.

NORTH YORKSHIRE
COUNTY COUNCIL
DANESMEAD SECONDARY SCHOOL
Fulford Cross, York YO1 4PB
Headmaster, Mr J. H. Lonton, B.A.
Required for Easter, 1978

TEACHER of MUSIC, Scale 3 post available for suitably experienced candidate able to take responsibility for the subject throughout the school.

Application forms and further details from the Headmaster at the school to be returned as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
COUNTY MUSIC STAFF

A vacancy has arisen within the County's team of peripatetic music teachers for a WOODWIND TEACHER to work in the Northern area. The post is full-time on salary scale 3 for a qualified teacher or in accordance with Burnham scale "A" for an unqualified teacher. The vacancy will be filled as soon as possible.

Further details and application forms (S.A.E.) available from the County Education Officer, Room 143, County Hall, Northallerton, North Yorkshire DL7 8AE, to whom completed forms should be returned within ten days of the appearance of this advertisement.

Scale 1 Posts

DERBYSHIRE
GLOSSOP SCHOOL
Talbot Road, Glossop, Derbyshire

Temporary TEACHER of MUSIC (Scale 1) required from 1st January, 1978, in this Comprehensive School serving the 11 to 18 age range.

Glossop School has a considerable reputation for music and the person appointed will be expected to enter into the musical activities of the school. There will also be a small commitment to social education within the school.

Application by letter (no forms) as soon as possible to the Headmaster giving names, addresses and telephone numbers of two referees.

DEVON
BISHOP VAUGHAN R.C. SECONDARY SCHOOL
Tavistock Road, Crownhill
Plymouth
(500 on roll)

Required as soon as possible, an ASSISTANT TEACHER to teach MUSIC to years 1 to 4 inclusive, and also to assist with other subjects. A Catholic teacher preferred. Willingness to assist with Church music essential. Scale 1.

Application forms from the Head Teacher, to whom completed forms should be returned within 14 days.

ESSEX
GUITAR TEACHER

A vacancy will exist in January, 1978, for a full-time GUITAR TEACHER. The post involves teaching small classes. Additional teaching of individual pupils under the authority's talent award scheme is also possible.

Burnham Scale 1 for qualified teachers plus London allowance and supplements or Instructor Scale (£2,619 to £3,630 inclusive).

Application forms available from and returnable to the Chief Education Officer, London Borough of Redbridge, Lynton House, 255/259 High Road, Ilford, Essex.

HAMPSHIRE
MONTGOMERY OF ALAMEIN SCHOOL
Winchester
(11-16 Comp. Boys. Number on roll 970)
MUSIC with SUBSIDIARY FRENCH.

Curriculum Vitae. Two referees to Head with S.A.E.

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Middlesex UB8 3RF
(Number on roll 907; 165 in sixth form)
Head Teacher, Dr. L. Bather, B.A., Ph.D.
Required for January, 1978:

TEACHER of MUSIC. This is a temporary appointment for one term only. The school has a new purpose-built music suite and music has traditionally played a large part in the life of the school.

Applications should be made by letter to the Headmaster, giving brief career details and the names of two referees.

London allowance payable.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON-UPON-HULL DIVISION
PERIPATETIC MUSIC SERVICE

Required for January, 1978, two part-time TEACHERS/INSTRUCTORS of the VIOLIN (4½ days and 2½ days each week). Opportunities exist for playing in the Sinfonia of Hull which gives regular concerts in schools.

Application forms are available from the Divisional Education Officer, Conservancy Buildings, Whitefriargate, Hull, to whom completed forms should be returned by December 9, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley Kent BR8 7TE
(Established large comprehensive school with a full range intake, mixed, 11 to 18, 200 in Sixth Form)

Required in January: TEACHER for MUSIC to join an active and well equipped department.

Application is by letter to the Headmaster at the school, giving details and naming referees. (No forms.)

GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(Roll: 88)
(8-form Comprehensive Intake)

Required for January, ASSISTANT TEACHER of MUSIC. The school has a well-equipped self-contained Music suite of six rooms and a flourishing Department with a wind band, string group, recorder ensemble and choir. There are five peripatetic teachers but there is also scope for the successful candidate to do some instrumental teaching. Music is taught to C.S.E. and "O" level.

Apply immediately (no forms) to the Headmaster, giving full details and naming two professional referees.

LONDON, E7
ST. ANGELA'S URSULINE CONVENT SCHOOL
(800+ girls)
Required January 1978

TEACHER to teach MUSIC throughout the school, Grade 2 post for suitably qualified person.

Apply in writing to the Headmistress giving two referees.

NORTH YORKSHIRE
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley

Required from January, 1978, or as soon as possible.

Full-time or part-time TEACHER of MUSIC. Scale 1 post.

The school is an 11 to 18 mixed comprehensive with 1,370 pupils on roll, situated in a pleasant setting near to the North Yorkshire Moors National Park and within easy reach of the Yorkshire coast.

Letters of application, giving the names and addresses of two referees, to the Headmaster at the school within one week of the appearance of this advertisement.

SHEFFIELD
EDUCATION
CHAUCER CAMPUS
Wordsworth Avenue, Sheffield S5 8NH
an 11 to 18 secondary

Required for January 1978 a temporary TEACHER of MUSIC, Scale 1, for two terms to help with the development of music and to assist with Upper and Lower School instrumental groups. The successful applicant will be required to assist in the extra curricular training of instrumental groups and the direction of these groups in assemblies as well as other out of school performances. The ability to teach guitar would be an advantage as would an interest in recorder and choral work. The school is housed in two buildings on the same site, together with a separate purpose built Sixth Form Centre. An Adult Centre is located in the Upper School and forms an integral part of the Campus provision.

Forms of application may be obtained from the Head of Campus to whom they should be returned as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW SCHOOL (C.E. CONTROLLED)
Burway, Ludlow, Salop

TEACHER of MUSIC, Scale 1, Temporary for Spring Term, possibility of Permanent Post.

Further details from Head (S.A.E.) Mr D. B. Bywater, B.A., Headmaster.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

KETTLETHORPE HIGH
(Number on roll 920)

Required January, 1978, Scale 1 MUSIC TEACHER with subsidiary ENGLISH

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:—

Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped, addressed envelope.

Application forms for all posts at Roman Catholic Schools may be obtained from the Very Rev. Monsignor T. Canon Murphy, Cathedral House, Great George Street, Leeds LS2 8BE, to whom they should be returned, together with the names of two referees.

SPECIAL SCHOOLS
SENIOR MASTER/MISTRESS POST
READVERTISEMENT
(GROUP 7(S))
NE. 816 ELMETE HALL SCHOOL (No. on Roll: 113; 2-16 years)
Elmete Lane, Leeds 8
Telephone: Leeds 656666
Headteacher: The Rev. N. M. Harrison, M.Phil.
Required for January, 1978, or as soon as possible thereafter: a Second Master/Mistress. Ability to organise the overall language and speech development of the children in this oral school and an interest in the C.S.E. curriculum an advantage. The post could be residential if required. Further details available from the Director of Education. This is a readvertised post; previous applicants will be reconsidered.

PRIMARY SCHOOLS
HEADSHIP
E.823 TEMPLENEWSAM HALTON PRIMARY SCHOOL (No. on Roll: 583; 5-9 years)
Pinfold Lane, Leeds LS15 7SY
Telephone: Leeds 647697
Headteacher: Mr. E. Angood
Applications are invited from suitably qualified and experienced teachers for the headship of this school following the retirement at the end of August, 1978, of Mr. E. Angood. The post is tenable from 1st September, 1978 and the school is in Group 7 for salary purposes. Further details available from the Director of Education.

SCALE 2 POST
E.824 ST. GREGORY'S DESIGNATED FIRST SCHOOL
Stanks Gardens, Leeds LS14 5LS
Telephone: Leeds 641768
Headteacher: Miss P. M. Clayden
This Primary School requires, for September, 1978, an experienced teacher (initially for a class of 7-8 year old children) who will form a part of the first year of the extension of the school from its present infants' status to a first (5-9) School. Applicants are asked to include information concerning their particular curricular interests. An ability to take Boys' Games will be an advantage in this post.

SCALE 1 POST
NE.817 CARR MANOR PRIMARY SCHOOL (No. on Roll: 343; 5-9 years)
Carr Manor Road, Leeds LS17 5DJ
Telephone: Leeds 689160
Headteacher: Miss S. A. P. Adamson
Required for January 1978 teacher for class of active children; interest in teaching of reading essential and music would be an advantage.

MIDDLE SCHOOLS
SCALE 2 POSTS
ST. ANDREW'S R.C. MIDDLE SCHOOL
292 Harrogate Road, Leeds LS17 6SX
Telephone: Leeds 681952
Headteacher: Mr. R. J. Gabbott, L.R.A.M.
This new 9-13 school, situated in an attractive suburb of North Leeds, will receive its full comprehensive intake of 480 children in September 1978, at which time the following members of staff will be required.
Applications are invited from suitably qualified and experienced teachers for the following Scale 2 posts:
NE. 818 Subject Area Co-ordinator in Mathematics.
NE.819 Subject Area Co-ordinator in Creative Arts.
They will be expected to plan the overall approach to the teaching of the subject areas throughout the school to prepare area goals and to advise other members of staff. The creative arts cover the areas of art and craft with some technical studies. Candidates are asked to state their interests in other areas of the curriculum and in out-of-school activities.

NE.820 ST. DOMINIC'S R.C. MIDDLE SCHOOL
Leopold Street, Leeds LS7 4AW
Telephone: Leeds 621287
Headteacher: Sister Bernadette, S.N.D.
This school, which is currently a mixed 9-11 school will, upon reorganisation in September 1978, become a three-form entry school for pupils aged 9-13. The school was purpose-built on a pleasant open site near the city centre and the second phase of the building will be complete by next autumn. Among its range of facilities will be a new, well-equipped, Home Economics room.
Applications are invited from suitably qualified and experienced teachers to be responsible for the development and teaching of Home Economics throughout the school. The post is offered as a Scale 2 appointment from Easter or September 1978.

SCALE 1 POSTS
S.813 MIDDLETON SS PETER AND PAUL R.C. SECONDARY SCHOOL
Sharp Lane, Belle Isle, Leeds LS10 4QB
Telephone: Leeds 704890
Headteacher: Mr. W. J. Arnold

This new purpose-built Middle School will have the majority of four forms of entry in September, 1978, and will complete full admission in September, 1979.
Required for September, 1978, four teachers. One teacher will be required to teach French to the 9-11 age groups and the other three teachers should have experience in teaching Middle School age groups. Applicants should indicate the subjects they can offer and should specify the age groups with which they have had teaching experience.

NW.809 HOLY NAME MIDDLE SCHOOL
(No. on Roll: 200; 5-11 years at present becoming 9-13 years from September, 1978)
Otley Old Road, Leeds LS16 6NT
Telephone: 678315
Headteacher: Mr. P. Butterfield
Required as soon as possible for this developing 9-13 Middle School, a General Subjects teacher who can offer one or more of the following specialisms: Music, Science, Technical Studies, Mathematics. In addition, an ability and willingness to help with boys' games would be appreciated. Intending applicants are invited to contact the Headteacher with a view to visiting the school before submitting their applications.

E.825 OSMONDTHORPE MIDDLE SCHOOL
(No. on Roll: 585; 9-13 years)
Wykebeck Mount, Leeds LS9 0JG
Telephone: Leeds 646987
Headteacher. Mrs. M. Stead
Required for January, 1978: an enthusiastic teacher of Art and General Subjects. It is hoped that the candidate will have a willingness to contribute positively to the appearance and atmosphere of the building. The school is designated one of Social Priority.

NE.821 ALLERTON GRANGE MIDDLE SCHOOL
(No. on Roll: 782, 9-13 years)
Talbot Avenue, Leeds LS17 6ST
Telephone: Leeds 666250
Headteacher: Mr. A. R. Burns
Required for January 1978: Teacher to take on a full timetable of French, mainly in four of the six first forms but also in one form in each of the other age groups. The course taught throughout the school is Nuffield En Avant.

TEMPORARY POST (SCALE 1)
W.822 ARMLEY MIDDLE SCHOOL (No. on Roll: 520; 9-13 years)
Stanningley Road, Leeds LS12 2AE
Telephone: Leeds 638019
Headteacher: Mr. J. L. Ashman
Required as soon as possible, temporary teacher for General Subjects with 1st year class and to teach French to other 1st year classes. This is a temporary post to, possibly, the end of the Summer Term 1978 in place of a member of staff absent for maternity reasons.

HIGH/SECONDARY SCHOOLS
HEADTEACHER
S.814 MATTHEW MURRAY HIGH SCHOOL (No. on roll: 1122; 13-18 years)
Brown Lane, Leeds, LS11 0DJ
Telephone: 713031
Required for Easter, 1978, a Headteacher, Group 12, for this large, co-educational 13-18 comprehensive school. Further particulars are available, on request, from the Director of Education.

HEADSHIP (GROUP 10)
NW.810 GUISELEY SCHOOL (No. on Roll: 830; presently 11-16 but with possibility of Sixth Form in September, 1978)
Fieldhead Road, Guiseley, Leeds LS20 8DT
Telephone: Guiseley 73078
Headteacher: Mr. G. P. Illingworth, B.A.
Required for 1st May 1978, HEADTEACHER for this Group 10 Comprehensive School, due to the retirement of the present postholder. The School at present caters for the 11-16 age range but Section 13 Notices have been issued for the establishment of a Sixth Form from September 1978. Further details are available from the Director of Education.

DEPUTY HEADSHIP
E.826 AGNES STEWART C. of E. (AIDED) HIGH SCHOOL
(No. on Roll: 660; 13-18 years)
Cromwell Street, Leeds LS9 7SG
Telephone: Leeds 455354
Headteacher: Mr. G. S. Ranson
The Governors invite applications from experienced teachers who are Communicant members of the Church of England for the post of Deputy Headteacher, Group 9, in this 7 f.e. comprehensive school serving the city of Leeds. The person appointed will be responsible for boys' welfare and for taking an active part in the formulation and implementation of school policy, working with the Head, the Deputy Head, who is responsible for girls' welfare, and the Senior Mistress. Further details from the school.

SCALE 4 POST
NW.811 CITY OF LEEDS SCHOOL (No. on Roll: 957; 13-18 years)
Woodhouse Lane, Leeds LS2 8BP
Telephone: Leeds 454825
Headteacher: Mr. B. A. Rockliff
Required, for January or April 1978: HEAD OF FOURTH YEAR for this mixed, Comprehensive Senior High School. The successful candidate will be responsible for administrative, pastoral and general arrangements for the 265 pupils (aged 14-15) in the fourth forms: a demanding post but one of considerable scope. Applications with the names of two referees direct to the Headteacher at the school.

SECONDARY continued

Pastoral

Other Posts on Scale 2 and above

NEWHAM
(London Borough of)
EASTLEA SCHOOL,
Eirda Road, London E16 4NP
(Roll 1,220 co-educational)
Head Teacher: Mr. D. J. Taaffe
Required for January 1978 or as soon as possible thereafter:—
ASSISTANT HEAD of MIDDLE SCHOOL. Scale 4.

Due to the promotion of the present teacher, suitable candidates for this senior pastoral post are invited to make application as soon as possible.

Burnham Scales plus London Allowance (£402) plus Social Priority Allowance (£201 or £276).

Further details are available from the Head Teacher (telephone: 01-511 0236) and preliminary visits are welcomed from interested teachers. Application forms may be obtained from the undersigned to whom they should be returned by 16th December, 1977.

J. B. White, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Physical Education

Heads of Department

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
RICHARD LANDER SCHOOL
Truro
11 to 18 Comprehensive. 1,100 pupils (Mixed), reorganised from September 1978 by combining Truro Girls' Grammar School with Penwethers County Secondary School.

Headmaster Designate: Mr. A. B. Dunn, B.Sc.

PHYSICAL EDUCATION, Scale 2. Required for September 1978, TEACHER to be second in department, with special responsibility for GIRLS' PHYSICAL EDUCATION.

Further details and application form (foolscap S.A.E. required) from Mr A. B. Dunn, B.Sc., Headmaster Designate, c/o Penwethers County Secondary School, Tresawls Road, Truro.

City of Manchester Education Committee

Unless otherwise stated all posts are available from January, 1978, and application forms, together with further particulars, are available from the Head of the school to whom they should be returned by December 9, 1977.

SCALE 4

ABRAHAM MOSS CENTRE

Crescent Road, Manchester M8 6UH

Required for September, 1978, or earlier if possible, a

HEAD OF ENGLISH

(Re-advertisement)

To take responsibility for the organization, development and control of the subject within the 11-16 school, and for liaison with the Open College component of the Centre to ensure continuity of teaching. Though the central responsibility of this post will reside within the 11-16 school, the person appointed could share in the teaching of English to post-16 students in *the College, perhaps including A-*level work. The job offers an exciting opportunity to make a major contribution to the development of this central area of the curriculum, and candidates of vision, energy and organizing ability are sought. Experience of, or an interest in, the development of materials and opportunities for independent learning will be an advantage.

Assistance with removal expenses is available.

For application forms (returnable by December 9, 1977) and further particulars, send a self-addressed foolscap envelope to the Senior Administrative Officer, the Abraham Moss Centre, Crescent Road, Manchester M8 6UH.

SCALE 1

BURNAGE HIGH SCHOOL
Burnage Lane M19 1BU

Teachers for the following temporary appointments:—

MATHEMATICS to 'O' and 'A' level.

ENGLISH to 'O' and 'A' level.
ECONOMICS with Accounts to 'O' and 'A' levels.

RELIGIOUS EDUCATION (one term only).

MOSTON BROOK HIGH SCHOOL FOR BOYS
Northampton Road, Manchester M10 0BP
Re-advertisement
A vacancy has arisen for a well qualified teacher who can offer a combination of any two of MATHS, BIOLOGY, P.E. at this 1968 purpose built all boys 11-16 comprehensive school of over 1,100.
The school enjoys excellent specialist provision in all subject areas.
Application forms should be returned as soon as possible.

NICHOLLS-ARDWICK HIGH SCHOOL
Hyde Road, Manchester M12 6BA
Part-time teacher of HOUSECRAFT.
Hours to be arranged.
Application forms should be returned immediately.

NORTH MANCHESTER HIGH SCHOOL FOR BOYS.
Chain Bar, Manchester M10 9RR
Re-advertisement
A teacher of PHYSICS up to 'O' level in this 11-18 boys' comprehensive school. Some Combined Science with Years 1 and 2 would also be required. Advanced level work might also be available in future years for a suitably qualified candidate.
A temporary appointment would be considered.
A lodging allowance of £5.90 per week is payable for a maximum period of six months if temporary residence is occasioned in taking up appointment.

PARRS WOOD HIGH SCHOOL.
Wilmslow Road, East Didsbury M20 0PG
Temporary appointment for a Teacher of ECONOMICS and English. There will be an opportunity to teach to a least 'O' level in both subjects.
Application forms should be returned as soon as possible.

WHALLEY RANGE HIGH SCHOOL FOR GIRLS
Wilbraham Road, Whalley Range M16 8GW.
Re-advertisement
Required for January, 1978, to cover leave of absence.
Temporary Full-Time Teacher of BIOLOGY to teach 'O' level 'A' level and C.S.E. Biology with Junior General Science.
Applicants for part-time teaching will be considered.
Application forms should be returned as soon as possible.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

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ilea INNER LONDON EDUCATION AUTHORITY.

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:—

Design and Technology

Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent
Roll: 980
Required for Easter, 1978:
A HEAD of DEPARTMENT for PHYSICAL EDUCATION. Applicants should have good teaching experience and an interest in the whole range of P.E. activities, including gymnastics, badminton, swimming, squash, trampoline, athletics and the usual games.

The school is on a pleasant setting with its own playing fields and well-equipped gymnasium, and an adjacent Sports Centre and Swimming Pool.

A Scale 3 is available for suitably qualified and experienced applicants.

Applications, giving full curriculum vitae and naming two professional referees, to the Headmistress. S.A.E. please.

Other Posts on Scale 2 and above

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
HAYLE COUNTY SECONDARY SCHOOL
High Lanes, Hayle TR27 4AP
Headmaster: F. R. Lamburn, B.A.
PHYSICAL EDUCATION, Scale 2.
Required for January 1978, TEACHER of BOYS' PHYSICAL EDUCATION. (The School will be going Comprehensive in September, 1980.)

Further details can be obtained from the Headmaster (telephone Hayle 753360), to whom applications should be sent.

SOLIHULL
EDUCATION COMMITTEE
HEART OF ENGLAND SCHOOL
Gipsy Lane, Balsall Common
Near Coventry CV7 7FW
Required for April, 1978, MISTRESS in charge of GIRLS' P.E. DEPARTMENT, Scale 3. The school is an expanding 11 to 18 comprehensive school with a planned sixform entry. It has well developed courses for all pupils.

There are excellent P.E. facilities which include a gymnasium and new games hall; in addition there are spacious playing fields adjacent to the school.

Applications to Head (enclosing S.A.E.).

Scale 1 Posts

AVON COUNTY
THE RIDINGS HIGH SCHOOL
Winterbourne, Bristol BS17 1JL
(11 to 18 Mixed Comprehensive)
Roll: 1,940
Scale 1
Required for January, 1978:
ASSISTANT MASTER for PHYSICAL EDUCATION. Facilities include heated indoor swimming pool, two gymnasia and playing fields. An enthusiastic teacher is sought preferably with an interest in cricket *and gymnastics. Appointment for* two terms to 31st August, 1978.

Applications by letter to the Head Teacher with full details of qualifications, experience and names of two referees.

BRADFORD (City of)
METROPOLITAN COUNCIL
THE GRANGE SCHOOL
13 to 18 mixed comprehensive
1,265 on roll including 150 in the sixth form.
Wanted for February 27, 1978, or as soon as possible thereafter, a Scale 1 TEACHER of GIRLS' PHYSICAL EDUCATION with BIOLOGY to be involved in Physical Education across the age range. An interest in Outdoor Pursuits would be an advantage. The Biology is currently concerned with the intake year foundation course, involving Health Education and with a Mode 3 C.S.E. Science course where the emphasis is on Human Biology and First Aid. The school has first class sports facilities, having full daytime use of a Recreation Centre.

Application forms (S.T.A.P.) can be obtained from the Headteacher, The Grange School, Haycliffe Lane, Bradford BD5 9ET, on receipt of a stamped addressed envelope. Completed forms should be returned to the school by December 16, 1977.

Reference ET 48677/TES.

BROMLEY
(London Borough of)
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Westerham, Kent
Required for Spring Term only, BOYS' PHYSICAL EDUCATION SPECIALIST (experienced or young teacher) at this new, purpose-built, 11-18 year, six form entry, mixed, comprehensive school serving a growing residential area in the Green Belt. Balanced intake, now years 1-6. Excellent facilities. Activities include rugby, gymnastics this term. Further inquiries welcomed.

Apply to the Headmaster by letter by Friday, December 9, giving full professional particulars and names and addresses of two educational referees.

DERBYSHIRE
EDUCATION COMMITTEE
FRIESLAND SCHOOL
Nursery Avenue, Sandiacre, Nottingham
Number on Roll 816
Wanted for January 1978 a temporary TEACHER of GIRLS' P.E./GAMES until end of summer term (with possibility of permanent post thereafter). Excellent facilities, 2 gyms, part use of Sports Centre, and good external provision.

Friesland is a pleasant 11 to 16 comprehensive in a semi-rural setting midway between Nottingham and Derby.

Application by letter, within seven days of this advertisement appearing, explaining interests, experience, and other relevant information. Names of two referees required, and a S.A.E. enclosed for fuller information about the school.

DERBYSHIRE
HATTON SCHOOL
Station Road, Hatton DE6 5RH
(Mixed comprehensive, Group 10)
Required for 1st January 1978, a *TEACHER of GIRLS' PHYSICAL* EDUCATION and GAMES. A temporary appointment of one or two terms would be considered.

Apply immediately by letter enclosing curriculum vitae and the names of two referees, to the Headmaster.

DURHAM
COUNTY COUNCIL
SEAHAM NORTHLEA COMPREHENSIVE SCHOOL
1,200 on roll, 120 in Sixth Form
PHYSICAL EDUCATION (GIRLS)—Well qualified and experienced TEACHER required for April, 1978, to be in charge of Department which mainly concentrates on games. The post is a permanent one on Salary Scale 1 with a temporary Scale 2 (for suitable applicant) pending reorganization in the Seaham area in September, 1979.

Stamped addressed envelope for application form to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.

Closing date for receipt of applications 19th December, 1977.

HAMPSHIRE
PRIESTLANDS SCHOOL
Lymington
Comprehensive 11-16
Number on roll 1,241
Scale 1 GIRLS' PHYSICAL EDUCATION. Interest Hockey essential, all major games and Dance expected. January April.
Application and curriculum vitae with S.A.E. to Head.

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N22
8 form entry Comprehensive Mixed School on two sites.
Post war buildings.
Temporary appointment to replace Teacher on Maternity leave.
TEACHER of PHYSICAL EDUCATION for GIRLS and HUMAN BIOLOGY to C.S.E. and "O" level. Required for period January 1st to May 26th 1978. Supply work from December 1st to 22nd if appointed candidate is free. Good facilities in both buildings and good laboratories.

Re-advertisement.

London Allowance (£402) payable.

Forms of application (S.A.E.) available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Headmaster: Mr. J. E. Hawkes, J.P., A.C.P., F.R.G.S.
Required January, 1978, or as soon as possible thereafter:
PHYSICAL EDUCATION Department.
Full-time TEACHER to assist with GIRLS' PHYSICAL EDUCATION throughout the school.

Cranford Community School is a group 13 mixed comprehensive school (Roll 1,370) in new, purpose-built accommodation with excellent and expanding facilities for community use, including a clinic, *sports hall and, in the near* future, branch library facilities.

London Allowance: £407 payable.

Letters of application, together with full curriculum vitae and the names of two referees, should be addressed to the Headmaster by Wednesday, 7th December, 1977. For more details concerning the school, a stamped addressed envelope should be enclosed.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

P. J. Lee, Director of Education.

HUNTINGDON
HINCHINGBROOKE SCHOOL
(11 to 18 Voluntary Controlled Comprehensive)
PHYSICAL EDUCATION
Required for two terms from January, TEACHER of GIRLS' P.E., to share work of Department of 4. Scale 1.

The School has 1,750 pupils, (300 in Sixth).

Outstanding setting includes Hinchingbrooke House with new buildings, Sports Hall, Indoor Pool and Squash Courts, Playing fields on the site.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

LONDON, S.W.1
GREY COAT HOSPITAL
Greycoat Place, Westminster
(Voluntary-Aided Church of England School (850 girls))
Required January, qualified PHYSICAL EDUCATION SPECIALIST, part-time (.8). Ability to offer some biology an advantage.

The school, which is on two sites, accepted its first all-ability intake in September, 1977.

Apply by letter to Headmistress as soon as possible sending names of two referees.

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London, E6 2PS
(Roll 1,905 co-educational)
Head Teacher:
Mr. G. E. Hackman, M.A.
Required, January, 1978 (for Spring Term only):—
Temporary TEACHER of BOYS' PHYSICAL EDUCATION. Scale 1. Excellent facilities, three gymnasia and own playing fields on site. Four other full-time men Physical Education Staff. The department has an established Mode III C.S.E. Outdoor Education course and an interest in this would be an advantage. The school is a mixed comprehensive occupying modern buildings on a single 45-acre site. Sixth Form 160.

Burnham Scales plus London Allowance (£402).

Further details and application forms may be obtained from the Head Teacher (telephone: 01-471 2411) to whom they should be returned by 9th December, 1977.

REDBRIDGE
(London Borough of)
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath Romford
Telephone: 01-599 2000
Head: Mrs. D. Watkins, B.Ed.
Suitably qualified and experienced temporary TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1) required for January 1978 or as soon as possible thereafter in this newly established 11 to 18 mixed Comprehensive School to teach the subject and also some Lower School GENERAL SCIENCE. The post is temporary for two terms to July 1978. The school is based on a former Girls' Secondary Modern School and has a fully equipped gymnasium and newly-built sports hall. Science is at present served by two laboratories with access to a wide variety of aural-visual aids. Outer London Allowance is payable.

Further details and application forms returnable to the school are available from the Head Teacher at the school, or S.T.A.P. The closing date for applications is 28th November 1977.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
DEYES HIGH SCHOOL
(11 to 18 mixed comprehensive)
Deyes Lane, Maghull, Liverpool
Required for January 1978
Temporary TEACHER (Scale 1) for BOYS' PE. Excellent facilities. Gymnastic proficiency an advantage.

Application forms and further details are available from the Headmaster of the School.

WIRRAL
(Metropolitan Borough of)

ST. MARY'S R.C. COLLEGE
Wallasey Village, Wallasey
Merseyside

(12-form entry; 13 to 18 years; Mixed Comprehensive; Roll 1,180, including 160 in Sixth Form)

For 1st January 1978:
TEACHER (Scale 1) for GIRLS' PHYSICAL EDUCATION.

Applications giving full details and names and addresses of two referees by letter to the Headmaster immediately.

Religious Education

Heads of Department

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
(Roll 1,600, 11-18, Social Priority School)
Required from January or as soon as possible thereafter for this comprehensive school:—
HEAD of RELIGIOUS EDUCATION DEPARTMENT (Scale 3). Interest in comparative religion and experience in multi-racial schools welcome, as would be a modern, lively approach.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

HERTFORDSHIRE
WILLIAM PENN SCHOOL
Shepherd's Lane, Rickmansworth
(Tel.: 74162)
Required April, HEAD of RELIGIOUS EDUCATION in this 11 to 18 all-ability mixed school. Scale 3 plus London fringe allowance £150. Help with housing available.

Apply to the Headmaster, giving curriculum vitae and names and addresses of two referees.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
ST. CUTHBERT'S R.C. HIGH SCHOOL
Berry's Lane
St. Helens, WA9 3HE
(960 mixed: 11 to 16 years: Comprehensive)

HEAD of RELIGIOUS EDUCATION (Scale 4) to take charge of very successful department. G.C.E. and Mode 3 C.S.E. courses.

Application forms are available from the Head Teacher, but should be returned to the Rev. Fr. A. Lane, C.P., St. Anne's Retreat, Monastery Lane, St. Helens.

Scale 1 Posts

CLWYD
COUNTY COUNCIL
ST. JOSEPH'S R.C. HIGH SCHOOL
Wrexham
(11 to 16 mixed comprehensive: 490 pupils)
Head: J. K. Thompson, B.Sc.
Required for January 1978:
SPECIALIST TEACHER for RELIGIOUS EDUCATION. The person appointed will be expected to assume responsibility for the organisation and teaching of this subject within the school. Applicants should be prepared to enter fully into the life of the school. A Scale post is available for a suitably qualified and experienced applicant. A permanent or temporary appointment would be made.

Applications should be made by letter to the Head immediately, giving full details of qualifications and experience, and names and addresses of three referees.

John Howard Davies, Director of Education, Shire Hall, Mold.

HARINGEY
(Borough of)
STATIONERS' COMPANY'S SCHOOL
Mayfield Road, Hornsey N8
(Voluntary controlled comprehensive school, 1,200 boys, 120 in Sixth form)
Required from January, for one term only:—
A temporary ASSISTANT TEACHER to give RELIGIOUS EDUCATION throughout the school. Willingness to assist with extra curricular activities will be an advantage.

Apply to the Headmaster direct giving details of qualifications and experience.

London Allowance (£402) payable.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex, HA8 7RJ
(Independent School—formerly Direct Grant—820 pupils)
Required for April or September, 1978, a well qualified GRADUATE, preferably, but not necessarily, with some experience, to share the teaching of RELIGIOUS EDUCATION throughout the school to University entrance standard in a department of three.

Application by letter to the Headmistress giving names of two referees. Salary scale to be dependent on experience and qualifications.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
ST. MARY'S R.C. COMPREHENSIVE SCHOOL
TEACHER OF RELIGIOUS EDUCATION (Scale 1)
Required for Easter, 1978, a suitably qualified teacher for appointment to a Scale 1 post for Religious Education, at this Voluntary Roman Catholic Co-educational Comprehensive School.

Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, telephone Newcastle 28520 ext. 306, to be returned to the Headmaster, St. Mary's R.C. Comprehensive School, Benton Park Road, Newcastle upon Tyne NE7 7PE, by December 9.

Rural Studies

Heads of Department

STAFFORDSHIRE
EDUCATION COMMITTEE
KING EDWARD VI HIGH SCHOOL
West Way, Stafford
HEAD of ENVIRONMENTAL SCIENCE, Scale 3
An experienced TEACHER is required from 1st September, 1978, to help organize the Department in a 13-18 High School which receives its first all-ability intake in 1978-79.

Candidates should write to the Headmaster, at the school, stating what subjects they are able to teach, including a detailed curriculum vitae, the names and addresses of three referees and what activities they are prepared to foster in the school. Applications to be received by Thursday, 8th December, 1977.

COUNTY OF SOUTH GLAMORGAN

Required for January unless otherwise stated

SPECIAL

PENTWYN SCHOOL FOR HANDICAPPED CHILDREN,
Cardiff
SECOND MASTER/MISTRESS: Group 7 (S)
Required for April 1978, experienced teacher for the post of Second Master/Mistress at this day and residential school for physically handicapped children of primary school age. A diploma in the teaching of handicapped pupils is desirable. Further particulars on request.

SECONDARY

BRYN HAFREN GIRLS' COMPREHENSIVE SCHOOL,
Barry (11-18) 12-form entry
ENGLISH: Scale I
Experienced teacher to teach the subject to C.S.E. and 'O' level, initially in the Lower School.
FRENCH/GERMAN—Scale I
Teacher qualified in French and German (preferably a graduate) to work initially in the Lower School, though there will be the possibility of upper school work for a suitably qualified applicant.
HISTORY/GEOGRAPHY—Scale I
Graduate teacher to teach up to C.S.E. and 'O' Level, though initially the successful applicant will be required to teach in the Lower School.
MATHEMATICS—Scale I
To teach throughout the school, though initially in the Upper School.
SOCIAL STUDIES—Scale I
Experienced teacher to teach Social Studies to C.S.E. Level. A qualification in Social Studies would be an advantage but not essential.

CANTONIAN HIGH SCHOOL,
Cardiff (11-18 comprehensive) 10-form entry
ENGLISH—Scale I
Required for January, or as soon as possible afterwards, Teacher of English (Graduate preferred) to teach up to and including 'O' Level in Middle and Upper Schools.

MOSTYN R.C. HIGH SCHOOL,
Cardiff (11-18 comprehensive) 7-form entry
HEAD OF CRAFT AND DESIGN—Scale 4
Required for April 1978, or as soon as possible afterwards: To teach and organise the subject throughout the school *up to and including 'A' Level. An interest in the related* crafts of Art and Home Economics, with a view to developing integrated courses, would be desirable.
E.S.N. CLASS: SCALE I plus SPECIAL SCHOOLS ALLOWANCE
To teach a small E.S.N. Group of pupils and assist in the remedial department.

RUMNEY HIGH SCHOOL,
Cardiff (11-18 comprehensive) 10-form entry
WELSH—Scale I
To teach throughout the school to 'O' and C.S.E. Levels. There is the possibility of sixth-form work for a suitable candidate.

Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SECONDARY continued

Science

Heads of Department

AVON COUNTY
BRIMSHAM GREEN SCHOOL
HEAD of SCIENCE and TECHNOLOGY, Scale 4, required for 1st September, 1978 for this new Comprehensive School which opened in September 1977 and which will be moving into new purpose built buildings next year.

For further details telephone Chipping Sodbury (0454) 319977.

Application by letter with full curriculum vitae and the names of two educational referees to the Headmaster, c/o King Edmunds School, Stanshawes Estate, Yate, Bristol.

Closing date 10 days from the appearance of this advertisement.

BARNET
(London Borough)
COPTHALL SCHOOL
Page Street, Mill Hill, NW7
01-203 1074
Girls' Comprehensive: 11 to 18
Roll, 1,008; sixth form, 115
Required September 1978, qualified TEACHER to be responsible for BIOLOGY throughout the school. Interest in and experience of field work essential. Examination work includes "O" and "A" levels as well as C.S.E. Scale 3.

Schemes for payment of removal expenses and separation allowances in approved cases.

Apply to Headmistress (S.A.E.), giving full details.

Director of Educational Services.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
MONKSEATON HIGH SCHOOL
Seatonville Road, Whitley Bay
Headmaster, Mr. P. E. Bryan, B.A., M.Ed.
Required for 10th April, 1978:
Scale 3, HEAD of BIOLOGY to be responsible for Biology throughout the school up to and including "A" level. Some Nuffield Secondary Science in third year. A new suite of Science Laboratories including Biology was opened in September, 1977.

Application forms and further details are available on receipt of a S.A.E. from the Headmaster, to whom they should be returned within two weeks of the appearance of this advertisement.

WILTSHIRE
WESTWOOD ST. THOMAS' C.E. UPPER SCHOOL
Westwood Road, Salisbury
SP2 9HS
Headmaster: R. H. Hood, B.A., B.D.
Telephone: Salisbury 23131
Required for April, DIRECTOR of STUDIES, SCIENCE, Scale 4. The well developed Science Department consists of nine specialist staff, 9 new laboratories and 2 technicians. Courses are well developed in all separate sciences to "A" level, "O" level and C.S.E. A graduate scientist of any discipline who has adequate administrative experience to co-ordinate the work of the faculty is required.

This school is the Upper School (13 to 18) for the west of Salisbury and the Wilton area. Full information about the school and the post from the Headmaster on receipt of a foolscap S.A.E.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S BOYS' COMPREHENSIVE SCHOOL
(11 to 16)
Corporation Road, Wisbech, Cambs PE13 2SE
(Group 10; Roll 1,060)
Required for Easter, 1978:
SCIENCE TEACHER—BIOLOGY, teaching to "O" level standard. A willingness to help with lower school Chemistry and Combined Science would be helpful. Scale 2 post.

Please apply by letter, enclosing curriculum vitae and the names and addresses of two referees, direct to the Head Teacher, Mr. W. A. Shield, at the above address by December 7, 1977.

DORSET
LYTCHETT MINSTER SCHOOL
Lytchett Minster, near Poole
Required April, 1978, a CHEMISTRY SPECIALIST to teach throughout this developing 11-18 co-educational comprehensive school of, at present, 590 pupils. Scale 1 post but Scale 2 available to suitable candidate able to take on responsibilities as Careers Master/Mistress.

Assistance with removal and legal expenses. Possibility of rented housing available on school campus.

Application forms and further details from the Headmaster (S.A.E.) please.

County of Cleveland

SIXTH FORM COLLEGE

VICE-PRINCIPAL
STOCKTON SIXTH FORM COLLEGE (Roll 508),
Bishopton Road West, Stockton, Cleveland, TS19 0QD.
(Tel: Stockton 612611)
Required for 1st May, 1978, a teacher for the post of VICE-PRINCIPAL.

SECONDARY SCHOOLS

11-16 SCHOOLS

SCALE 3—MUSIC
GILLBROOK SCHOOL (Roll 1183), Normanby Road, South Bank, Cleveland, TS6 9AG
(Tel: Eston Grange 66201)
Required for Easter, 1978, an experienced teacher to be responsible for the teaching of MUSIC. Well equipped Music suite and the assistance of peripatetic instrumental teachers.

SCALE 2—ECONOMICS/COMMERCE
LAURENCE JACKSON SCHOOL (Roll 1509),
Church Lane, Guisborough, Cleveland, TS14 6RD.
(Tel: Guisborough 33412)
Required for Easter or January, 1978, a teacher to be responsible for ECONOMICS and COMMERCE. (Applications returnable to the Head Teacher within 10 days of the appearance of this advertisement.)

SCALE 2—FRENCH
FURNESS SCHOOL (Roll 995), Marsh House Avenue, Billingham, Cleveland, TS23 3HA.
(Tel: Stockton 560947)
Required for Easter, 1978, a teacher for FRENCH with responsibility as second in department.

SCALE 2—GEOGRAPHY
SALTSCAR SCHOOL (Roll 789),
Corporation Road, Redcar, Cleveland.
(Tel: Redcar 4997)
Required for Easter, 1978, or earlier if possible, a teacher of GEOGRAPHY to be second in the Department. The successful candidate will be expected to teach up to GCE 'O' level and CSE, courses for which are well established.

SCALE 2—HOME ECONOMICS
SPRINGFIELD SCHOOL (Roll 933),
Ormesby Road, Middlesbrough, Cleveland, TS3 8RF.
(Tel: Middlesbrough 34333)
Required for Easter, 1978, a teacher to assist in the HOME ECONOMICS Department, with a particular interest in needlecraft. The person appointed will qualify for the additional Social Priority Allowance. (Application forms returnable to the Head *Teacher within 10 days of the appearance of this advertisement.)*

SCALE 2—LIBRARY
SPRINGFIELD SCHOOL (Roll 933),
Ormesby Road, Middlesbrough, Cleveland, TS3 8RF.
(Tel: Middlesbrough 34333)
Required for Easter, 1978, a teacher to be responsible for the School Library and to teach some English.
A commitment to extensive pupil involvement essential. The person appointed will qualify for the additional Social Priority Allowance.
(Application forms returnable to the Head Teacher within 10 days of the appearance of this advertisement.)

SCALE 2—SCIENCE
WESTFIELDS SCHOOL (Roll 1120),
Kirkleatham Lane, Redcar, Cleveland.
(Tel: Redcar 73211)
Required for Easter, 1978, a teacher to be responsible for the development of CHEMISTRY under the Head of Department. Ability to teach Integrated Science in Lower School would be an advantage.

SCALE 1—COMMERCE/TYPING
BYDALES SCHOOL (Roll 1338),
Marlborough Road, Marske, Redcar, Cleveland.
(Tel: Redcar 2932)
WARSETT SCHOOL (Roll 1186),
Linden Road, Brotton, Cleveland.
(Tel: Guisborough 76305)
Required for January, 1978, a teacher for COMMERCE/TYPING. The teacher appointed will teach half time in each school. There are existing commerce facilities and courses at Warsett School; no courses have yet been established at Bydales School. For further details apply to one of the Head Teachers at Bydales School or Warsett School.

Financial assistance with household removal expenses is available in approved cases.
Further details and application forms are obtainable from the Head Teachers/Principal at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualification and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers/Principal at the addresses shown above within 14 days of the appearance of this advertisement, unless otherwise stated.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GAYNES SCHOOL
(Roll 1,050, Co-educational)
Brackendale Gardens, Upminster RM14 3UX
(Six-form entry, 11 to 18 Comprehensive situated on one site)
Required Summer Term, 1978:
TEACHER of PHYSICS to take the subject to "A" level. Ability to teach Chemistry to "A" level an advantage. Scale 3 post available for suitable applicant.

There is a scheme for removal expenses.

Letter of application to Head Teacher giving full curriculum vitae and quoting two referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
MARSHALLS PARK SCHOOL
(Roll 1,468: Co-educational)
Havering Drive, Romford RM1 4BD
Marshalls Park consists of an Upper and Lower School on two sites, one kilometre apart.
Required January, 1978:
TEACHER of PHYSICS, mainly for examination work in the Upper School. Excellent facilities. Scale 2 post available for suitably qualified and experienced applicant.

Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
WYMONDHAM SCHOOL
Folly Road, Wymondham,
Norfolk NR18 0NT
Scale 2 SCIENCE from Easter, 1978 (Secondary).

Further details and application form available from the Headmaster on receipt of S.A.E. (foolscap).

ST. HELENS
EDUCATION COMMITTEE

SECONDARY SCHOOL

COWLEY HIGH SCHOOL FOR GIRLS

11 to 18 years Comprehensive
(670, 150 in Sixth Form)
Cowley Hill Lane, St. Helens
WA10 2AN

BIOLOGY (Scale 2) required 1st May, 1978, to teach to C.S.E. and "O" level.

Application forms are available from the Head Teacher, to whom they should be returned immediately.

SANDWELL
(Metropolitan Borough of)

ALBRIGHT HIGH SCHOOL
11 to 16 Mixed Comprehensive

Required for Summer Term, 1978:—

CHEMISTRY TEACHER—Scale 2 post plus S.P.S. allowance for suitable applicant. Experience of C.S.E. and G.C.E. "O" level essential. Ability to teach Physics an advantage.

Application forms and further details available from, and returnable to the Head Teacher, Pennine Lane, Oldbury, Warley, West Midlands. Closing date 13th January, 1978.

SUFFOLK
COUNTY COUNCIL
CLAYDON HIGH SCHOOL
(11-16 mixed; Roll 642)
Church Lane, Claydon
Head Teacher: Mr. G. R. Chapman
Required for January, 1978, ASSISTANT TEACHER, Scale 2, with responsibility for SCIENCE, with CHEMISTRY. Please state extra-curricular interests.

Application by letter in the first instance, giving curriculum vitae and the names and addresses of two referees, to the Head at the school, please enclose S.A.E.

Scale 1 Posts

BARNET
(London Borough)
ASHMOLE SCHOOL
Cecil Road, Southgate, N14
01-368 2608
Comprehensive; co-educational
Roll, 1,620
Required January/Easter, 1978, SCIENCE TEACHER (Scale 1) to specialise in Biological Science. Department is fully devoloped, covering from Nuffield Combined Science in years one and two up to the three separate sciences at "A" level.
Schemes for payment of removal expenses and separation allowances in approved cases.
Application form and further particulars from Headmaster to be returned to school (S.A.E.).
WHITEFIELD SCHOOL
Claremont Road, Cricklewood, NW2
01-455 4114
Comprehensive; co-educational
Roll, 1,100; sixth form, 156
Required January/Easter 1978, TEACHER of GENERAL SCIENCE, with some Chemistry, Scale 1. Well established courses, very good laboratory facilities.
Schemes for payment of removal expenses and separation allowances *in approved cases.*
Apply to Headmaster enclosing full curriculum vitae and names and addresses of two referees. (S.A.E.).
Director of Educational Services.

BERKSHIRE
KENNET SCHOOL
Stoney Lane, Thatcham
(Roll 1,200)
Required from January, initially for 2 terms to teach BIOLOGY throughout the school, but especially to less able pupils in the second and third years. Examination work available for suitable applicant. Possibility of a permanent appointment.

London Fringe Allowance £150.
Forms and further details from Headmaster (S.A.E.). Closing date December 12.

BERKSHIRE
WESTWOOD GIRLS' SCHOOL
Honey End Lane, Reading
(Roll 970)
Required for January, 1978, PHYSICAL SCIENTIST to teach INTEGRATED SCIENCE (SCISP) to "O" level. NUFFIELD COMBINED SCIENCE in 1st and 2nd Years and "A" level CHEMISTRY to boys and girls in the Joint Sixth Form of Westwood and Stoneham Schools. Lodging allowance and removal expenses in approved cases.

Application forms from the Headmistress at the School (S.A.E.). Closing date December 12, 1977.

BEXLEY
(London Borough of)
ERITH SCHOOL
Roll 1,934 mixed
The Avenue Road, Erith
Tel.: Erith 32974
PHYSICS TEACHER required as soon as possible. The Department prepares candidates for C.S.E., "O", "A" and "S" level examinations.

Applicants qualified to prepare pupils for any of the above should apply for application form obtainable from the Headteacher. Stamped addressed envelope requested.

L.A.A. £207. Assistance with removal expenses, legal fees and a disturbance allowance can be considered.

BROMLEY
(London Borough of)
MOTTINGHAM SCHOOL FOR GIRLS
Ravensworth Road
Mottingham, London SE9 4LW
(Roll 410)
Required in January 1978 a TEACHER to share the teaching of SCIENCE throughout the school. Nuffield Combined Science is taught in the lower part of the school. Girls are prepared for Zoology at A level; Biology, Human Biology and General Science at O level; Chemistry and Biology in C.S.E. A Scale 2 allowance is available for a suitably experienced teacher.

Removal and other expenses payable in approved cases.

Apply by letter to the Headmistress at the School, giving the names and addresses of two referees.

CHESHIRE
EDUCATION COMMITTEE

WHITBY COUNTY COMPREHENSIVE SCHOOL

Sycamore Drive,
Ellesmere Port

SCIENCE

Required for January 1978 to join the Science Faculty to teach mainly PHYSICS to "O" level and Junior Science. Willingness to teach Chemistry an advantage.

Application forms (send S.A.E.), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
TORPOINT SCHOOL
Trevol Road, Torpoint PL11 2NH
(11 to 16 years comprehensive; mixed: Group 9; 700 on roll)
Headmaster: J. A. R. Arnold, B.Sc.
SCIENCE (Scale 1)
Required from April, 1978, ASSISTANT TEACHER to be responsible for the teaching of BIOLOGY in the school. Assistance in teaching other SCIENCES would be expected in cooperation with a lively team of Science teachers enjoying good facilities.

Further full information and application forms are available from the Headmaster at the school (S.A.E., please) to whom application should be made not later than two weeks from the date of advertisement.

CROYDON
(London Borough of)
FAIRCHILDES HIGH SCHOOL
Fairchildes Avenue
New Addington CR0 0AA
Tel.: Lodge Hill 43587
Tenable: 1st January 1978.
SCIENCE TEACHER required in this 11-16 mixed comprehensive school. There is a new Head of Department and this is an ideal opportunity for the successful candidate to take part in the development of the Science curriculum. The school has excellent facilities and two new laboratories are to be equipped in the near future. There is a Rural Science section and the school is sited on the edge of the Green Belt. The post is available due to the unexpected move of a Biologist, but this particular specialism is not a requirement since timetable adjustments can be made to allow for a physical scientist.

Scale post available.

Salary Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
THE NEW MILLS SCHOOL
Church Lane, New Mills
nr. Stockport
1,150 mixed, sixth form 160
Required for January 1978, for two terms in the first instance, a graduate TEACHER for BIOLOGY up to and including "A" level. The subject is taught as a separate subject in the Third Year upwards. Nuffield Combined Science is taught in Years 1 and 2.

Applications to the Headmaster as soon as possible, giving curriculum vitae and names and addresses of two referees.

DORSET
LYTCHETT MINSTER SCHOOL
Lytchett Minster, near Poole
Required April, 1978, a CHEMISTRY SPECIALIST to teach throughout this developing 11-18 co-educational comprehensive school of, at present 590 pupils. Scale 1 post but Scale 2 available to suitable candidate able to take on responsibilities as Careers Master/Mistress.

Assistance with removal and legal expenses. Possibility of rented housing available on school campus.

Application forms and further details from the Headmaster (S.A.E.) please.

HAMPSHIRE
ARNEWOOD COMPREHENSIVE SCHOOL
Gore Road, New Milton
Number on Roll: 1,120 11-16
Scale 1 Required January or April 1978 Lower school SCIENCE, with some MUSIC.
Application and curriculum vitae with S.A.E. to Head.

HAMPSHIRE
BELLEMOOR SCHOOL
Bellemoor Road, Southampton, SO1 2QU
(12-16 Boys Comprehensive;
Number on Roll: 820)
Required for January or April 1978.
Scale 1, COMBINED SCIENCE and BIOLOGY.
Apply by letter with S.A.E. to Head by 2nd December.

HAMPSHIRE
THE HURST SCHOOL
Brimpton Road, Baughurst
Basingstoke
Comprehensive Mixed 11-16
Number on Roll: 1,250
Required January 1978
Scale 1—PHYSICAL SCIENCE especially CHEMISTRY.
Apply in writing to Headteacher.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CAMPION SCHOOL
(Roll 680)
Wingletye Lane, Hornchurch
RM11 3BX
Voluntary Aided R.C. Grammar School for Boys
Required as soon as possible:
Temporary TEACHER of PHYSICS until August, 1978, to replace a member of staff on secondment. Successful applicant will be required to teach to both "O" and "A" level. Nuffield courses.

Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL OF EDUCATION DEPARTMENT

WORCESTER, NUNNERY WOOD SECONDARY SCHOOL
Spetchley Road
Worcester WR5 2LT
(co-educational, 1,150 on roll)
Required immediately, a well-qualified and experienced TEACHER of PHYSICS and GENERAL SCIENCE to teach across the ability and age range to G.C.E. "O" level and C.S.E. Mode 1 and III (Scale 1 post).

Further details and application forms available from the Headmaster upon receipt of a S.A.E. (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. JULIAN'S GIRLS' SCHOOL
Watling Street, St. Albans
(All ability)
Full time TEACHER required January to join well established SCIENCE DEPARTMENT. Upper School is co-educational, being linked with Boys' School sharing same site. Bias towards Physics and Chemistry would be an advantage.

Applications to Headmistress naming two referees.

KNOWSLEY
(Metropolitan Borough of)

ST. KEVIN'S R.C. BOYS' COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood Kirkby, Liverpool L33 9UF.
(1,700 boys: 11 to 18. S.P.A. payable)

For January 1978: GRADUATE CHEMIST, preferably Roman Catholic, to teach at all levels (including Oxbridge entry). Established sixth form. Scale 2 available for experienced candidate, but applications from newly-qualified graduates welcome.

Apply by letter with names and addresses of two referees to The Clerk to the Governors, c/o the School.

LEICESTERSHIRE

NEW PARKS GIRLS SCHOOL
Greencoat Road, Leicester
(Comprehensive 11-16)
(Roll 730)

SCIENCE
Scale 1

Required January or April. Please state special interests.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £150 P.A. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers) *effective from* 1st September, 1977, and later should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

Camberley, Collingwood County Secondary

FRENCH teacher required Easter, 1978, or earlier if possible to take particular responsibility for exchange visits with our twinned town. Scale 2.
Tel. Camberley 64046.

West Molesey, Bishop Fox School

HEAD of SENIOR YEAR. Experienced Teacher required to take charge of the well-being of Final Year Pupils. Duties will include responsibility for Careers Advice and liaison with the Post 16 Colleges, Scale 3 or 4.
Tel. 01-979 8334.

GRAMMAR

Chertsey, Sir William Perkins's School

(It is proposed by the Trustees of this Voluntary Controlled Girls' Grammar School that it will become an Independent School in September, 1978).
MATHEMATICS. Graduate to teach throughout the school to 'O' and 'A' levels. Knowledge of modern and traditional Mathematics essential. Scale 2.
Graduate required January, 1978, if possible, to take charge of GEOGRAPHY Department, and to teach throughout the school to 'O' and 'A' levels. Scale 3. Application forms available from the Head, Tel. Chertsey 62161.

SCALE 1 POSTS

COMPREHENSIVE

Epsom, Rosebery School

Master/Mistress required for NEEDLECRAFT to CSE and 'O' level; possible 'A' level in future. Interest in associated Crafts an asset.
Tel. Epsom 20439/23596.

Guildford, George Abbot County Secondary

MATHEMATICS Specialist to teach to 'O' level. *Sixth Form work available for suitably qualified candi*date.
HISTORY teacher, preferably able to teach Modern Periods to 'A' level.
MUSIC teacher mainly for class teaching and help with out-of-school Music activities. Share of 'O' and 'A' level classes offered.
Tel. Guildford 72249.

Guildford C OF E Secondary

MATHEMATICIAN with ability to teach to 'A' level or interest in less-able students. Expanding Sixth Form.
HISTORIAN/SOCIOLOGIST for 'O' level History and/or 'A' level Sociology. Newly formed comprehensive school.
Tel. Guildford 37373.

Sunbury, Kenyngton Manor County Secondary

GIRLS' PE Specialist to teach throughout the school.
Tel. Sunbury-on-Thames 82410.

Tadworth, De Burgh County Secondary

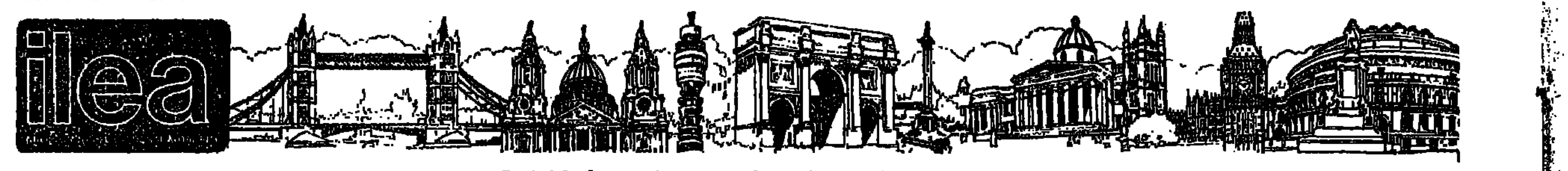
Teacher required for CHEMISTRY, BIOLOGY or GENERAL SCIENCE.
Tel. Burgh Heath 50713.

FURTHER DETAILS AVAILABLE FROM THE HEAD WHERE THE TELEPHONE NUMBER IS SHOWN.

Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

STAP applications accepted for Scale 1 posts only.

(The Authority will not be advertising every individual Scale 1 post; but a complete list of all vacancies will be sent on receipt by the County Education Officer of a stamped addressed foolscap envelope.)



Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Headships

Please see separate Headship display advertisement for Central Foundation (S.G.) School.

Please see separate Headship display advertisement for Eltham Hill (S.G.) School.

Deputy Headships

LONDON NAUTICAL SCHOOL
61 Stamford Street
London SE1 9NA
Tel: 01-928 6801
(S.B.)
Roll 600, 11-18 years
Group 7

Experienced graduates are invited to apply for the post of Deputy Head which becomes vacant at the end of this academic year due to the retirement of the present holder. The school provides a normal secondary education together with pre-sea training preparing boys for entry to the Royal and Merchant Navies at all levels. The Deputy will be specifically responsible for the school's discipline and the day to day routine of the school and would be expected to teach a third of a time table.

SENIOR TEACHER

HAMMERSMITH COUNTY SCHOOL
The Curve, Shepherds Bush
London, W.12
Tel: 01-743 0385
Roll: 1,236

Required as soon as possible: A senior teacher to take charge of the first year which is based in our annexe building close to the main school. An enthusiastic teacher is sought who will oversee 11-plus entrants and help make the transition to secondary school for a seven-form entry as smooth as possible and be responsible for their pastoral care during the year. Good links already exist between the school and local primary schools.

Vacancy due to promotion of present holder to a primary school headship.

Prospective candidates are welcome to visit the school by appointment.

WANDSWORTH SCHOOL
Sutherland Grove
Southfields, SW18 5PT
Roll: 1,775
Headmaster

Boys' comprehensive. Southfields station, LT District Line, only four minutes' walk from school.

A senior academic teacher (S.T. Scale) required as soon as possible to be responsible, in particular, for public examinations within the school. The person sought is an experienced teacher of proven administrative competence who, in addition to a teaching commitment will also be expected to assume responsibility for one or more other areas, depending on the particular strengths of the successful candidate.

Further information will be sent to all applicants, and callers will be welcome (by appointment).

ART

Scale 1 Post

WANDSWORTH SCHOOL
Sutherland Grove
Southfields, SW18 5PT
(Boys' Comprehensive)
1,775 on Roll
Headmaster

(Southfields station, LT District Line, only four minutes' walk from school)

Required for January, 1978: Two (0.4) general art teachers to teach second, third, fourth and fifth year pupils, with some C.S.E. and "O" level work, in a lively Art and Design Department.

DRAMA

Scale 1 Post

PLUMSTEAD MANOR (S.G.)
Old Mill Road, SE18 1QF
Tel: 01-855 5011
Roll: 1,400 girls
Headmistress
All ranges of ability
Reorganized 1967
New buildings

Providing varied courses to G.C.E. "O" and "A" levels.

We are a "family" school with a tradition for caring for the interests of both staff and girls and we are looking for a teacher who will help us to continue on these lines.

Required for January, 1978: A part-time (0.4) teacher of Speech and Drama. Application forms obtainable from the School Secretary.

ECONOMICS

Scale 1 Posts

PECKHAM MANOR SCHOOL
Peckham Road, Peckham
London SE15 5LP
Tel: 01-703 9071
Roll: 1,100 boys, 11-18 years
Comprehensive
Headmaster Leonard Hull

Applications are invited for an Economics teacher, Scale 1. Enthusiastic graduate required to join a thriving History and Social Studies department to teach Economics to Advanced level G.C.E. The ability to teach Accounts and/or History would be an advantage. It is hoped that the successful candidate would be willing to participate and accept responsibility in the department's social and community education programme. Applications from newly qualified teachers would be particularly welcome.

ST. PHILIP HOWARD SCHOOL
Upper North Street, Poplar
London, E.14
Tel: 01-987 7030
Headmaster:
Mr. J. P. Beynon, B.A.
Six-form entry mixed comprehensive school
Growing sixth form

Required for January, 1978, or as soon as possible thereafter: Teacher to assist in the teaching of Commerce and Economics. For a suitably experienced teacher there could be an above scale post. The opportunity to teach "A" level Economics is available immediately at the Division 5 sixth form centre. Application forms may be obtained from the Headmaster at the school, to whom they should be returned as soon as possible.
(A.T.)

ENGLISH

Scale 1 Posts

DALSTON MOUNT
Shacklewell Lane, E.8
(Group 10)
Roll: 960 girls
Comprehensive school, opened in September, 1972
Attractive buildings on single, spacious site

Required for January, 1978 Teacher of English to join a large and active department. The subject is taken to C.S.E., G.C.E. "O" and "A" levels, and there is a flourishing Theatre Arts course. The post offers opportunities for an experienced teacher, but a teacher seeking a first post would be welcome.

For further information and application form please apply to the Head Teacher, Miss M. Tilley (or S.T.A.P.).

PARLIAMENT HILL SCHOOL
Highgate Road, London, N.W.5 1RL
Tel: 01-485 7077
Roll: 1,330 girls, 11-18+
Comprehensive
Headmistress

Required in January: Teacher of English, Scale 1, to join progressive close-knit team, together covering work to "A" level, C.E.E., "O" level and C.S.E. Interest/experience with slow learners welcomed.

TOLLINGTON PARK SCHOOL
(S.M.)
Turle Road, London N4 3LS.
Telephone 263 [illegible]
Roll: 1,000
11-18 Comprehensive.
Headmaster, G. L. Watt, M.A.

Required for January for two terms only: An experienced part-time teacher of English. Experience of A.E.B. English Literature at "O" level, A.E.B. English at "A" level, and the C.S.E. English course of the M.R.E.B. an advantage.

Please telephone or write to the school for an application form and further details. Visits to the school are welcome.

TULSE HILL SCHOOL (SB)
Upper Tulse Hill
London SW2 2SR
Telephone 01-674 4661
(Group 12) Comprehensive with large Sixth Form.

ENGLISH: A temporary full-time teacher (Scale 1) required for Spring term, 1978, only, to join a large, lively and successful English Department in a multi-cultural school, well resourced, with interesting developments, teaching in mixed ability classes, providing Mode 3 C.S.E. "O" and "A" level courses. There is a specialist reading centre. Applications from the Headmaster at the school.

GEOGRAPHY

Scale 1 Post

SYDENHAM SCHOOL
Dartmouth Road, SE26 4RD
Tel. 01-699 6731
Roll: 1,700 girls, 11-19
C.S.E., "O" and "A" level examinations.
Sixth Form approx. 200.
Comprehensive
Headmistress

Required for January, 1978, or as soon as possible: a Geography graduate to teach the subject full-time throughout the school to all age and ability levels. The department runs courses for the "A" and "O" level London University syllabuses as well as for C.S.E. Mode 1. The teacher would be required to take over one of the two groups working for the Geography for the Young School-leaver Mode 2 C.S.E. examination. The syllabus for Geography in the first three years is being revised on the lines of the "New Geography" and the teacher would be required to contribute to the department resources at this level. Field work is an important part of the Geography syllabus, including the use of the I.L.E.A. centre at Abergavenny.

HISTORY

Scale 1 Post

LEWISHAM SCHOOL
Manwood Road, London SE4 1SA
Tel: 01-690 1114
Roll 1,161 girls 11-18 years.
Comprehensive; headmistress

Required as soon as possible teacher of History. Work is in small teaching units of mixed ability for the first three years. Examinations are taken, C.S.E. "O" and "A" level. An interest in world history and a knowledge of visual aids would be helpful. Please telephone for an appointment to see school.

HOME ECONOMICS

Scale 1 Posts

DALSTON MOUNT
Shacklewell Lane, E.8
(Group 10—Roll 960 girls)
Comprehensive school, opened in September 1972. Attractive buildings on single, spacious site.

Required for January 1978 Teacher of Home Economics, preferably experienced, during the temporary absence of the Head of Department. The engagement would initially be for one term but may be extended for a further term. The department is lively and flourishing and the subject very popular with the pupils.

For further information and application form please apply to the Head Teacher, Miss M. Tilley (or STAP)

LA SAINTE UNION CONVENT SCHOOL
Croftdown Road, London, N.W.5.
Voluntary Aided R.C. Comprehensive School
Roll 900 girls 11—18.

Five Form Entry, Advanced, Ordinary, C.S.E. and C.E.E. courses. Required for January 1978, Housecraft Teacher for two terms. Applicant will be required to teach from 1st to 6th year.

Please apply to the Headmistress at the school (01-485 5114).

MATHEMATICS

Scale 1 Posts

ABBEY WOOD SCHOOL
Eynsham Drive, SE2 9AJ
Tel: 01-310 9178
Roll 1,300 mixed comprehensive.
Headmaster.

Required as soon as possible teacher of Mathematics (Scale 1).

BROCKLEY COUNTY SCHOOL
Hilly Fields, SE4 1LE.
Roll 670 boys

Required in January 1978—a full-time teacher of Mathematics, with some Science. This is a reorganised grammar school with 3 years' comprehensive intake. SMP based courses are established throughout the school to C.S.E. "O" and "A" level. There are Computer Studies. Work at all levels is available to a suitably qualified candidate, including the opportunity of collaboration at sixth form level with two neighbouring schools.

DUNRAVEN SCHOOL
Mount Nod Road, S.W.16
Tel: 769 7300
1,000 boys and girls; comprehensive 11-19.
Headmaster: Rodney Usher.

An enthusiastic and well-qualified teacher is required to teach in the Maths department of this well-established and popular comprehensive school in a pleasant part of Streatham Hill. Scale 1 post. Vacant 1st January, 1978. The successful applicant could teach the full ability range, including "A" level. Computer Studies is also taught in the school. All teachers are well backed-up by a staff secretary and ancillary staff.

Further particulars and application forms are available from the school. Personal callers will be welcome.

FRIERN SCHOOL, DULWICH
Six form entry, girls comprehensive.

Required for January 1978, part-time teacher of Mathematics, Monday, Tuesday and Wednesday mornings, to teach a first and third year class, SMP syllabus. Friern and Honor Oak will re-organise in September, 1978 as a six form entry school; the school is now and will remain; a two sited school, with a large sixth form. Interested applicants should reply to the Head Designate at Friern School.

STOCKWELL MANOR SCHOOL
Clapham Road
London SW9 0AL
Tel: 01-733 6156/7/8
Burnham Group 13
Roll: 1,450
Headmistress:
Mrs. H. E. Hardy, B.A. (Hons)
Purpose-built comprehensive

Required for January, 1978: A teacher (Scale 1) for Mathematics, mainly with Lower School groups. An interest in the teaching of numeracy and individualized learning schemes (for example, S.M.I.L.E.) could be developed within the structure of a well-organized and supportive department.

Applications to the Headmistress as soon as possible.

Applicants are welcome to visit the school by appointment (before December 9th).

WALSINGHAM SCHOOL
(Six-form entry, 11-19, girls)
Split site but only seven minutes' walk apart.

Required in January, 1978: A teacher of Mathematics, part-time (0.4), to join well established and expanding department. S.M.P. Maths taught throughout the school. Help required with less able groups. Please telephone Headmistress, Miss J. A. Leighs, B.A., Walsingham School, Main Building, Clapham Common, West Side, S.W.4 (01-223 7373), for application form.

WANDSWORTH SCHOOL
Sutherland Grove
Southfields, SW18 5PT
Tel: 01-788 4253
Roll 1,850 boys, 11-19 years
Comprehensive
Headmaster

(Southfields station, London Transport District Line, only four minutes' walk from school)

Teacher of Mathematics required for January, 1978, to teach classes up to G.C.E. "O" level. The school has two mathematics laboratories and a computer terminal.

Short-listed candidates will be able to visit the school prior to interview.

The post would offer extremely good experience in a well-organized department to a college leaver. Further details and application forms from the Headmaster.

MODERN LANGUAGES

Scale 1 Posts

ACLAND BURGHLEY SCHOOL
Burghley Road, NW5 1UJ
Tel: 01-485 8515

French teacher (Scale 1) required as soon as possible to teach in a forward-looking and growing department with excellent equipment and reprographic facilities. The I.L.E.A. Eclair course is used in the lower school and pupils are entered for examination at C.S.E., "O" and "A" levels in the upper school. An ability to offer German would be an additional advantage.

Applicants are welcome to visit the school by appointment.

In addition to the London Allowance an S.P. allowance (£201 to £276) is also payable.

CLISSOLD PARK SCHOOL
Clissold Road, London N16 9EU
Telephone 01-254 0040
Roll: 1,100 Boys and Girls
Comprehensive, 11-18+
Headmistress

Modern Languages Required for January, 1978: .4 Part-time qualified teacher of French. Actual sessions may be arranged to suit successful candidate's commitments.

Applicants are welcome to visit the school.

DICK SHEPPARD SCHOOL
Tulse Hill, SW2 2QA
Tel. No. 01-674 9421
Roll: 1,600 girls and boys
11-18 years; comprehensive
Headteacher: Mrs. M. B. Broadley, L.T.C., L.G.S.M.

The school has been reorganised as an 8-form co-educational comprehensive. A temporary enlargement by amalgamation with the Strand Boys School was effective from September, 1976.

Required as soon as possible: full-time teacher of French. This is a temporary post for 2 terms only in the first instance. Please telephone the Head Teacher (674 9421) for an appointment to visit.

STOCKWELL MANOR SCHOOL
Clapham Road, London SW9 0AL.
Telephone: 01-733 6156/7/8
Burnham Group 13
Roll: 1,450
Headmistress: Mrs. H. E. Hardy, B.A. (Hons.)
Purpose-built comprehensive

Required for January, 1978: A teacher (Scale 1) to offer French and German throughout the school with a willingness to participate in the teaching of "O" and "C.S.E." groups. This is an excellent opportunity within a well-structured Language Department for an experienced teacher to develop his or her special interests or for an incoming teacher to begin a career in a well-organised supportive team.

Applications to the Headmistress as soon as possible.

Applicants are welcome to visit the school by appointment (before 9 December).

MUSIC

Heads of Department

MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five-form entry Comprehensive School for Girls

Required in January, 1978: Head of Music (Scale 3) to teach throughout the school, including CSE, O Level and A Level pupils. There is an opportunity to develop both choir and orchestra and an interest in musical productions would be an advantage. Violin, viola, cello, flute, clarinet, bassoon, piano and recorder are taught by peripatetic teachers. Preference will be given to Catholic candidates.

Please write or phone for an application form to the Headmistress as soon as possible. Closing date for applications is Tuesday, 6th December.

Scale 1 Posts

DALSTON MOUNT
Shacklewell Lane, E.8
(Group 10—960 girls)
Comprehensive school opened in September, 1972. Attractive building on single, spacious site.

Required for January 1978: Teacher of Music preferably experienced, during the temporary absence of the Head of Department. The engagement would probably be for two terms. The subject is popular in the school and a teacher is required for class music and singing who would be able to assist in varied musical activities.

For further information and application form, please apply to the Head Teacher, Miss M. Tilley (or STAP).

WALSINGHAM SCHOOL
(6 form entry 11-19 girls)
Split site, but only 7 minutes walk apart.

Required in January, 1978: A part-time Music teacher up to 2½ days. Ability to assist with orchestras or choirs might be an advantage. Please telephone Headmistress Miss J. A. Leighs, B.A.
Walsingham School,
Main Building,
Clapham Common,
West Side, S.W.4
(01-223 7373),
for application form.

NEEDLEWORK

Posts of Responsibility

ENSHAM SCHOOL (SG)
Franciscan Road
Tooting SW17 8HE
Telephone: 01-672 6526
Roll: 1,160, 11-18, Comprehensive.
Headmistress: Mrs. P. D. Cudby
Needlecraft Teacher (Scale 2)

Required as soon as possible: The teacher appointed would be responsible for the ordering and distribution of stock for the Main School. Needlecraft is taken by all pupils in the first three years, and at the Fourth and Fifth Year level as an option subject leading to C.S.E. and "O" level examinations. The department is large, well-established, and has good facilities. Application forms, which should be returned within 10 days of this advertisement, are available from the Headmistress. Visits welcome.

Scale 1 Post

CLISSOLD PARK
Clissold Road,
London N16 9EU
Telephone: 01-254 0548
(1,100 Boys and Girls 11-18+ Comprehensive. Headmistress)
Needlecrafts

.5 Part time qualified teacher required January, 1978 or A.S.A.P. for Needlecrafts, an interest in light craft work would be an advantage. Opportunities for developing individual interests exists within this thriving and creative department.

Prospective applicants are welcome to visit the school.

PHYSICAL EDUCATION

Scale 1 Posts

CENTRAL FOUNDATION GIRLS' SCHOOL
31 Bow Road,
London, E.3
Roll: 900 Girls
11-18 Comprehensive
Headmistress: Mrs. E. Dunford, BA

.5 P.E. Specialist required January, 1978 to teach games, gymnastics and swimming throughout the school (Monday afternoons, all day Tuesdays and Wednesdays).

Please apply to the Head Mistress, enclosing copies of recent testimonials if available and giving names of two referees.

ST. PHILIP HOWARD SCHOOL
Upper North Street
Poplar, London, E.14
Headmaster: Mr. J. P. Beynon, BA
Telephone: 987 7028
6 form entry mixed comprehensive school; growing VI form.

Required as soon as possible a teacher (preferably experienced) for Girls' P.E. The appointment is a temporary one, caused by the absence of Head of Dept. on confinement leave. Intending applicants should telephone the Headmaster at the school.

WALSINGHAM SCHOOL
Clapham Common
West Side, S.W.4
Headmistress: Miss J. A. Leighs, BA
Telephone: 01-223 7373
(6 form entry 11-19 Girls)
Split site but only 7 minutes walk apart.

Required January, 1978: A .4 part time Physical Education teacher to teach across the whole age and ability range. Please telephone Headmistress for application form.

REMEDIAL WORK

Posts of Responsibility

ROSEMARY HOUSE PROJECT
for School Refusers, School Phobics and Chronic Non-Attenders
Frobisher Adult Ed. Inst,
St. Mary's Rd,
Peckham, S.E.15
Telephone: 01-732 1667
11-16 years Boys and Girls
Teacher in Charge

Required in January Term 1978: Assistant teacher to teacher in charge of Unit, Scale 2.

The unit caters for boys and girls who have missed out on education due to failure to attend or succeed with normal schooling. The applicant for this post must be able to relate as a person to children with learning difficulties and emotional problems of a withdrawn nature. As a teacher they need to be able to teach reading and writing from scratch and to teach Maths as well. For reasons of balance, the post is most suited to a woman with experience in Primary Education and/or in Remedial Secondary Education. The post involves sympathetic social work with both families and children who attend. Shortlisted applicants will be invited to visit Rosemary House prior to interviews.

Scale 1 Post

HAMPSTEAD SCHOOL
Westbere Road, N.W.2.
(Comprehensive: 1,364 boys and girls on roll including 180 in Sixth Form).
Headmaster E. F. Field, M.A.
794 8133

Teacher required (preferably in January) for our special unit for deprived/unhappy under-achieving younger children (first and second year) which functions under the control of an experienced young social worker in a private house near the school. Basic philosophy is of regular attendance, steady work in mornings and "treats"—(outings, etc) in the afternoon. Aim is to enable these children to function successfully in main school as soon as possible. The unit has now been running with very encouraging results for three years. The person appointed should be able to teach basic skills and drive a mini-bus. Further details and application forms from the Headmaster.

VAUXHALL MANOR SCHOOL (SG)
Lawn Lane, London SW8 1UQ
Roll 1,231, 11-18, comprehensive
Telephone: 01-735 5963.

Wanted for January 1978: part-time Remedial teacher (.4) to work in the Compensatory Department. The school teaches mixed-ability classes from which pupils needing extra help are normally withdrawn. The department is expanding and developing its methods.

Please phone or write to the Headmistress, Mrs. Anne Jones for further details. Visits welcome.

SCIENCE

Posts of Responsibility

GREENWICH PARK GIRLS COMPREHENSIVE
King George Street, SE10 8PY
Tel: 01-858 2211
Headmistress
Roll: 950 girls, 11-19 years.
Comprehensive.

Physics teachers for January or as soon as possible for this girls comprehensive school on two sites. The teacher appointed would be expected to teach some general science in the lower school, as well as examination work in the upper school. Scale 2 post available.

Applicants are welcome to visit the school by appointment.

ST. MICHAEL'S RC SCHOOL
(0710) SA (SM)
4FE comprehensive with growing sixth form
John Felton Road
Bermondsey SE16 4UN
Tel: 237 6432
Headmistress:
Sr. Ann Hoskison, FMA, BSc

The school is within easy reach of London Bridge Station and qualifies for daily assisted travel where applicable.

Required as soon as possible a temporary acting Scale 3 teacher to take responsibility of Combined Science in the lower school and able to take Physics and Chemistry at CSE and O levels. Visitors to the school are welcome and application forms are available from the Headmistress.

TOWER HAMLETS SCHOOL
Richard Street
Commercial Road E1 2JP

A school for 1,000 pupils, purpose built and standing in its own grounds, close to Whitechapel tube station and bus routes.

Applications are invited from well qualified and experienced teachers, offering Biology or Chemistry, for the post of second-in-charge of Science (Scale 3) in this school. The Science Department is well equipped, in a suite of 6 laboratories plus dark room and associated preparation rooms; it is staffed by a young and enthusiastic team of teachers and technicians. There is a strong tradition in the department of care for the girls, with links to the House system and to other departments. Science is a core subject studied by all girls to C.S.E. and O level in the 5th year. There is a good 6th form with courses in the Sciences and Dental Hygiene and opportunities exist to teach to O and A levels in the school or Sixth Form Centre.

All candidates are welcome to visit the school. Please telephone the Head, Daphne Gould for an appointment on 01-790 6327.

Scale 1 Posts

ALWYN SCHOOL (SG)
Roll: 1,076, comprehensive
Southwark Park Road SE16 3TZ
Headmistress

Required in January, part-time teacher (Tuesday, Wednesday and Thursday mornings), to take mainly Biology, including Mode 3, with Fifth years, together with some General Science for Second year pupils. Apply to the Headmistress as soon as possible.

SIR WILLIAM COLLINS SCHOOL
Charrington Street, N.W.1.
SB Comprehensive
Roll: 1,100
Headmaster

Required for January 1978, a part-time (0.5) Science Teacher to teach Nuffield based Science courses to Years 1 to 3. Classes are taught in small mixed ability groups numbering, on average, 18 pupils. The successful candidate would join a flourishing and highly supportive department.

The school is situated close to Birkbeck College and other University Institutes.

WALSINGHAM SCHOOL
(6 form entry 11-19 girls)
Split site but only 7 minutes walk apart.

Required from 23rd January, 1978, a well qualified and experienced Graduate to teach Biology to CSE and Ordinary Level, to give some practical help with Zoology and Biology at Advanced Level and possibly give some help with Junior Combined Science.

The post is temporary part-time position for .6 but might become a permanency for a suitably qualified candidate. Please telephone Headmistress Miss J. A. Leighs, BA, Walsingham School, Main Building, Clapham Common, West Side, S.W.4. (01-223 7373) for application form.

SOCIAL SCIENCE

Head of Department

BEAUFOY SCHOOL (SB)
Lollard Street, SE11 6PY
Telephone: 01-735 3105
Roll: 1,400 boys, 11-19.
Comprehensive
Headmaster: P. W. Moss

Required as soon as possible: Head of Social Education: Scale 3. An experienced and enthusiastic teacher is required for this post. Courses lead to CSE Social Studies in the 5th year.

Community Service Courses are well established, with links in a wide range of activities.

Preliminary visits by applicants welcome.

Application forms and further details obtainable from the Headmaster.

Scale 1 Post

LEWISHAM SCHOOL
Manwood Road, London SE4 1SA
Tel: 01-690 1114
Roll: 1,161 girls 11-18 years.
Comprehensive: Headmistress

Required for January, 1978, part-time teacher of Social Science CSE and "O" level. Experienced teacher preferred. .6 mornings only.

OTHER POSTS

Post of Responsibility

BONUS PASTOR SCHOOL
Winlaton Road, Bromley, Kent
Tel: 698 7668
Roll: 1,000+. Mixed 11-18 years.

Full range of courses to CSE and "O" and "A" levels of GCE.

Required from Easter 1978, Year Group Teacher, Scale 3, for 180-210 boys and girls to be responsible for the academic progress, welfare and general discipline of these children of all ranges of ability.

Salary Scale 3 plus London Allowance £402, plus Special Allowance of £210 or £276 payable.

Application forms available from and returnable to the Headmaster at the school.

HURLINGHAM SCHOOL (SG)
Peterborough Road,
Fulham SW6 3ED
Telephone 01-731 2581
Roll 900 comprehensive

Wanted for January or April, a Head of Year, Scale 4. Vacancy caused by promotion to a deputy-headship. This is a very important post as the person appointed will have charge of a year of 180 girls (at present the Fourth Year, but the policy of the school is that each Head of Year moves with the year right up the school to the Fifth Year and then takes a new First Year). The Heads of Year work very closely together to help form and implement school policies and there is a great deal of contact with parents. Liaison with the EWS and other welfare agencies is through the Heads of Year.

The person appointed needs to be firm yet sympathetic, well organised, prepared to give time and attention to girls and staff, capable of dealing with emergencies and to have a sense of humour. Further information from the Headmistress, Mrs Ruth Clarke.

SECONDARY
Science
continued

LEICESTERSHIRE
SOUTH CHARNWOOD HIGH SCHOOL
Broad Lane, Markfield,
Leicester
In the Leicestershire Plan for the Organisation of Secondary Education.
High 11-14
(Roll 470)
BIOLOGY
Scale 1

Required January or April. The School follows a Nuffield science course. Some mathematics might be useful.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LONDON
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street station)

Required to commence in January, or as soon thereafter as possible, a GRADUATE TEACHER of PHYSICS in this three-form entry voluntary aided boys' school. Central Foundation is a grammar school which has admitted its first all-ability intake.

There are excellent, well-equipped laboratories and the person appointed will share in the teaching of Physics at all levels from the 1 year to the U.VI "A" level groups. A Scale 3 post is available for a teacher of an appropriate degree of experience, but applications are welcome also from those seeking a first appointment.

Please apply immediately by letter only to the Headmaster giving full details of experience and qualifications and the names and addresses of two referees.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENFIELD SCHOOL

BIOLOGY SPECIALIST (Scale 1) Required for April, 1978, a suitably qualified teacher for the post of Biology specialist to teach the subject up to and including "A" level. Experience of Nuffield "A" Level an advantage but not essential.

This is a purpose-built comprehensive school with places for 1,800 pupils. It has excellent facilities and large sixth form. Further details may be obtained from Headmaster.

Application forms available from Director of Education (Telephone 28520 Ext. [illegible]), Civic Centre, Newcastle upon Tyne NE1 8PU, to be completed and returned to Headmaster, Benfield School, Benfield Road, Newcastle upon Tyne NE6 4NU, by December 9, 1977.

Scale 1 Posts

ST. PHILIP HOWARD SCHOOL
Upper North Street, Poplar, E.14
Tel.: 01-987 7028
6 form entry mixed comprehensive school; growing VIth form.
Headmaster: Mr. J. P. Beynon, B.A.

Required for January 1978 or as soon as possible thereafter a teacher of General Subjects to include some Modern Languages and European Studies. An above scale post is available, particularly for a candidate able to offer some Music.

Application forms may be obtained from the Headmaster at the school to whom they should be returned as soon as possible. (A.T.)

PRIMARY SCHOOLS

Headship

Please see separate Headship display advertisement for Turnham (JM) Primary School.

Post of Responsibility

DALMAIN (J.M.) SCHOOL
Brockley Rise, Forest Hill SE23 1AW
Tel.: 01-699 8678

Required after Christmas: Experienced, enthusiastic class teacher (Scale 2) to be responsible for organising the Maths programme throughout the school and liaising with Infants school sharing same site. Please state other interests. Visits and enquiries welcome. (Re-advertisement—previous applicants will be considered.)

GAINSBOROUGH (J.M. & I.) SCHOOL
Berkshire Road, E9 5ND.
Tel.: 01-985 4624,
Headmaster.

Required in January 1978 or as soon as possible. Experienced Infant teacher to take responsibility for the development of Reading and Language in the Infants' department. Scale 2 post. Visits and enquiries welcomed.

GAYHURST (J.M.) SCHOOL
Gayhurst Road, Hackney, E8 3EN.
Tel.: 01-254 6138.
Headmistress: Mrs. S. S. Pendlington.

Required as soon as possible: experienced class teacher for Scale 3. Candidate should be willing to take full part in the management of the school and be responsible for AVA and Science. State other interests. Visits essential. Vacancy due to promotion (SPA & AT).

MORNINGSIDE (J.M. & I.) SCHOOL
Chatham Place, Hackney, E.9.
Tel.: 01-985 5362.

Required as soon as possible: experienced teacher for Scale 3 post with responsibility for Boys' P.E. and Games and Environmental Studies throughout the school.

Scale 1 Posts

GORDONBROCK (J.M.) SCHOOL
Brockley Grove, S.E.4.
Tel.: 01 690 0801
Headmaster.

Part-time teacher (0.5) required February, 1978, for Language and Mathematics with 2nd and 3rd year juniors. Experience with slow learners an advantage. Visits welcome.

HACKNEY FREE & PAROCHIAL (J.M.) SCHOOL
Isabella Road, Hackney, E9 6DX.
Tel.: 01-985 6628.
Headmistress.

Required January 1978: Part-time teacher (0.6) to take remedial groups in the 1st year, and whole classes where necessary. Visits welcomed. Application forms from the Headmistress.

HEARNVILLE (J.M. & I.) SCHOOL
Hearnville Road, Balham SW12 8RS.
Tel.: 01-673 7873.
Headmaster: Mr. D. J. Maguire.

Required as soon as possible. Part-time (0.4) experienced Infant Teacher, music essential. Visits welcomed, please telephone for appointment.

LANGUAGE CENTRES

Post of Responsibility

NETLEY LANGUAGE CENTRE
Netley Street, N.W.1.

Unified Service for the Teaching of English to Pupils from Overseas. Teacher, Scale 2, required to teach English to non-English-speaking children of secondary school age in the language centre and in one or two local contributory schools. Applicants should have general teaching experience in Primary or Secondary schools and training and experience in teaching English as a Second Language.

Further particulars and application forms from the Education Officer, TS3 (ENESC), County Hall, S.E.1, to be returned within 14 days of the publication of this advertisement.

SPECIAL EDUCATION

BOARDING SCHOOLS

Please see advertisement for Teacher Scale 1 for Burrow Hill School under Surrey.

Please see advertisement for Deputy Head Teacher for Heathermount School under Berkshire.

DAY SCHOOLS

BETHLEM ROYAL HOSPITAL SCHOOL
Monks Orchard Road, Beckenham, Kent
Tel.: 777 1817.

Two teachers required to join a small, but well established, staff of teachers who work as members of a psychiatric team at the Adolescent Unit. The boys and girls vary in age from 12-18 years and their educational needs cover a wide range as some pupils take GCE examinations while in hospital and others need skilled remedial teaching. One teacher who should offer general subjects, will be responsible for senior boys and boys' games. The other post will have the responsibility for remedial work within the school. Both posts carry a Scale 2(S) allowance. Any teacher wishing to take on a challenging and rewarding task is welcome to visit the Unit to meet the staff and pupils.

ROSEMARY SCHOOL ESN(S)
(all-aged mixed)
75 Prebend Street, Islington, N1
Tel. 226 8223
(Headmistress)
Home/School Liaison Teacher
Scale 2(S)

Required in January: A teacher to work with the parents and children of this well-established group of "under-fives". The responsible post entails supporting and encouraging parent-involvement with the learning processes of very young mentally-handicapped children in home settings. The successful applicant will be a full member of this school's staff. Own transport an advantage.

WINDMILL SCHOOL
Mandrell Road, SW2
Tel. 01-733 0681
ESN(S) Group 6/S
Scale 2(S) post

A vacancy exists in this school for a Scale 2(S) teacher. Applications are invited from experienced teachers who are interested in any of the following:

1. Home/school liaison.
2. Movement/music, especially with multi-handicapped children.
3. PE/dance/drama with older children—aged 12+.
4. Work with the 3½-5-year-old group.
5. Swimming (the school has its own indoor pool).

OTHER POSTS

COMMUNITY HOME
71 Cazenove Road, London, N.16

Required as soon as possible: A Scale 3 (without Special Schools addition) teacher-in-charge for the tuition group at this Community home for adolescent boys and girls which is administered by the London Borough of Hackney. Concern for the children, flexibility of approach and the ability to cope with disturbed behaviour is essential. There is a purpose built school-room on the premises.

This post is not suitable for candidates seeking their first appointment.

Application forms from, and returnable within 14 days to, The Education Officer, EO/TS3, County Hall, London SE1 7PB. Please enclose a self-addressed envelope.

EDUCATIONAL GUIDANCE CENTRE
Cross Swords Youth Club
St. Paul's Church
Lorrimore Square, London, S.E.17

Required for January 1, 1978. Applications are invited from qualified and experienced teachers for appointment to this Educational Guidance Centre.

Salary Scale 2 (without Special Schools addition).

The Centre provides a diagnostic service and informal education for children unable to attend ordinary schools because of acute behaviour difficulties. Applicants are sought who have insight into the problems of adolescence and the initiative to develop new methods of meeting these. Good experience of teaching in secondary schools is essential and preference will be given to candidates who have taken a diploma in the education of handicapped pupils (maladjusted) or equivalent training. The person appointed will work in close association with the Director of the Centre and the schools Psychological Service.

Application forms from, and returnable within 14 days to, The Education Officer, EO/TS3, County Hall, London SE1 7PB. Please enclose a self-addressed envelope.

HORIZON E.S.N. (M.) SCHOOL
Wordsworth Road, N.16
Tel: 01-254 8096
Headmistress

Required for January, teacher for 13 to 15-year-old class, primary trained preferred. Possibility of Scale 2(S) post for responsibility for school journeys and extra curricular activities.

Visits welcome.

ICKBURGH SCHOOL
Ickburgh Road, London E5 8AD
(E.S.N.(S))

Three experienced teachers to start January 1, 1978. Scale 2(S) available.

(1) Teacher to work at Eastern Hospital Annexe which caters for severely physically handicapped older children. Responsibility for outside activities for those children who reside at the hospital.

(2) Teacher to organize nursery department which caters for approximately 30 young active children (including under fives).

(3) Teacher to have responsibility for advising on structure and presentation of resources throughout school, teacher to be based in unit for young physically handicapped children.

Please telephone 806 4638 or write to school, Ickburgh Road, Clapton, E.5, for application form.

Visits welcome.

PERIPATETIC REMEDIAL TEACHER

Applications are invited from qualified and experienced teachers for appointment as permanent Peripatetic teacher. Salary scale 2 (without special schools addition), for individual remedial teaching in Secondary schools.

The successful candidate will work closely with the Educational Psychologists in planning appropriate schemes of remedial work which will be implemented by the teachers in the pupils' own schools.

Application forms from and returnable within 14 days to: The Education Officer, EO/TS3, County Hall, London SE1 7PB. Please enclose a self-addressed envelope.

UNATTACHED TEACHERS IN SPECIAL SCHOOLS

Applications are invited from qualified teachers with a good background of teaching experience in Special Education to fill short-term vacancies in day special schools and classes. The successful candidates will be expected to teach maladjusted, educationally sub-normal, delicate, partially sighted or physically handicapped children as required. Candidates are expected to be able to undertake a reasonable amount of travelling of which additional expenses will be allowed. Appointments will be to the Authority's permanent teaching staff, salary scale 2 (without special schools addition). These posts are not suitable for candidates seeking their first appointments.

Application forms from and returnable within 14 days to: The Education Officer, EO/TS3, County Hall, London SE1 7PB. Please enclose a self-addressed envelope.

NURSERY EDUCATION

Headship

Please see separate Headship Display advertisement for New Nursery at St Paul's Site School.

Please see separate Headship Display advertisement for Mary Paterson Nursery School.

Post of Responsibility

MAXILLA NURSERY CENTRE SCHOOL
Maxilla Gardens, W10

Applications are invited from suitably qualified teachers for a Scale 2 post in the new nursery school to form part of the Maxilla Nursery Centre which it is hoped will open in January 1978. The centre also contains day care facilities and a parents' "drop in" centre which will be run by the Westway Nursery Association. The nursery school element will provide accommodation for 60 full time pupils. Application forms and further details available from the Divisional Officer, 35 Notting Hill Gate, W11 3JP. Tel. 01-727 8012, ext 203.

Please state special interests.

OTHER APPOINTMENTS

INTERMEDIATE TREATMENT CENTRE

An experienced, trained teacher to take part in the development of the educational content at a newly opened Intermediate Treatment Centre at the Silverdale Old Tenants Hall, Harrington Street, NW1. Experience of teaching a fairly wide range of subjects but especially the basic skills and general remedial work with disadvantaged children would be important assets. The teacher appointed will form part of a multi-disciplinary team including social workers. He/she will be responsible to the Divisional Inspector and probably associated with a local school for professional support. The appointment is on the basis of annual secondment either from an existing post within the ILEA Service or by appointment to the Divisional Staff with immediate secondment on Scale 3 to the Centre. Further details may be obtained from the Divisional Office, D.O.2 (Staffing), 388-396 Oxford Street, W1N 0DS.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Roll: 981 Co-educational
Headteacher: Mr. F. Jones

Required as soon as possible: A TEACHER of SCIENCE to join an enthusiastic team of teachers teaching Integrated Science to First, Second and Third year pupils. Scale 1.

Burnham Scales, Plus London Allowance £402, Plus Social Priority Allowance £201.

Application forms may be obtained from the Headteacher (Tel.: 01-511 0121) to whom they should be returned as soon as possible.

NORTHAMPTONSHIRE
COUNTY COUNCIL
KINGSTHORPE UPPER SCHOOL
Boughton Green Road
Northampton NN2 7AP

(Kingsthorpe Upper School, 13 to 18, is a now mixed comprehensive upper school in the north of Northampton)

Required, as soon as possible, a GRADUATE PHYSICIST (Scale 1) with a keen interest in integrated science. All students take a public examination at the age of 16. The successful candidate will share the teaching of "A" level integrated science to C.S.E. and integrated science to "O" level.

Further information and application form from the Headmaster (S.A.E.).

NORTHAMPTONSHIRE
COUNTY COUNCIL
MEREWAY UPPER SCHOOL
Mereway, Northampton NN4 9BU

Required in April, or earlier if possible, MASTER or MISTRESS for INTEGRATED SCIENCE subjects (Scale 1). Candidates should state their preferred subject areas.

This co-educational, comprehensive, community, upper school offers SCISP to "O" level, Integrated Science to C.S.E. and separate sciences to "A" level.

Application forms and further information from the Headmaster (S.A.E.) to whom completed forms should be sent by 5th December, 1977.

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Ashby Road, Daventry, Northants NN11 0QE

Required as soon as possible in this mixed Comprehensive School (age-range 11 to 18) ASSISTANT TEACHER of CHEMISTRY (Scale 1) to work mainly in the Upper School. Work at all levels is available (from non-examination, Every day Science, G.C.E. "A" and "S" examinations) depending on the qualifications and ability of the applicant.

Application forms and further details from the Headmaster (S.A.E.).

PRESTON
WINCKLEY SQUARE CONVENT SCHOOL
(Direct Grant, 580 girls.
Sixth Form 224)

Required January-July, 1978, qualified ASSISTANT TEACHER of BIOLOGY to "A" level and some GENERAL SCIENCE in Lower School.

Application forms from the Headmistress. Closing date 1st December.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
(11 to 18 mixed comprehensive)

Required for January 1978; TEACHER for BIOLOGY with some GENERAL SCIENCE —Scale 1 post. Opportunity to teach at fifth and sixth form level for suitably qualified applicant.

Application forms available from, and returnable to, the Head Teacher, Wilderness Lane, Great Barr, Birmingham. Closing date, December 9, 1977.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
WELLACRE SECONDARY SCHOOL
(1,150 boys)
Irlam Road, Flixton
Manchester M31 3WA
061-748 5011
SCIENCE (Scale 1)

For May 1st or as soon as possible. Courses established throughout the school to C.S.E. and "O" level. Nuffield Science in Lower School.

Application forms available from the Head of the school, should be returned as soon as possible.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: SCIENCE TEACHERS for challenging posts in secondary schools and teacher training colleges. The countries will include Nigeria, Ghana, Kenya, Malaysia, Papua New Guinea.

Local salary/volunteer terms of service, including payment of NI and superannuation.

For further details contact Murray Morrison (Ref.: TES/MCM4) at VSO, 14 Bishop's Bridge Road, London W2 6AA (01-262 2611).

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE SCHOOL
Tynings Lane, Aldridge, Walsall

Required for spring term 1978: Temporary part-time BIOLOGY TEACHER. Experience at teaching "A" level work a particular advantage. Times by arrangement, up to .5 full-time equivalent.

Applications to Head Teacher with names and addresses of two referees and S.A.E.

WILTSHIRE
WESTWOOD ST. THOMAS' UPPER SCHOOL
Westwood Road, Salisbury SP2 9HS
Telephone: Salisbury 23131
Headmaster: R. H. Hood, B.A., D.

Required for January, temporary post for one term, a qualified TEACHER of BIOLOGY with some other SCIENCE and if possible Mathematics.

This school is the Upper School (13 to 18) for the west of Salisbury and the Wilton area.

Apply by letter to the Headmaster, giving curriculum vitae and names and addresses of two referees. Phone or write for further details if required before applying.

Social Studies

Scale 1 Posts

ESSEX
BEAUCHAMPS SCHOOL
(Roll: 1,350)
Hill Avenue, Wickford
SS11 8LY
(Tel.: Wickford 5466/7/8)
HISTORY AND SOCIOLOGY

Required urgently for January, a temporary TEACHER for two terms only to teach mainly HISTORY and SOCIOLOGY with some European Studies and Mathematics.

Applications should be made in writing to Headmaster, from whom further details may be obtained.

(Foolscap S.A.E. please.)

Speech and Drama

Heads of Department

BEXLEY
(London Borough)
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road,
Sidcup, Kent
(Roll 887)
Tel. No: 01-303 1887

Required for January or Easter, 1978, HEAD of DRAMA (Scale 3). The successful applicant would be expected to teach Drama to the First to Fourth years, as well as contribute a major part in the Upper School General Studies Project. There is a well-established tradition of extra-curricular production work in the School.

Further details and application form obtainable from the Headmistress (S.A.E. requested).

L.A.A. £207. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Drive, Houghton Regis,
Bedfordshire
Acting Headmaster, Mr. A. C. Elder

Required for January, 1978, or as soon as possible, Scale 1 TEACHER of DRAMA, ability to teach some English an advantage.

Application forms obtainable from and returnable to the Headmaster.

Technical Studies

Heads of Department

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
STANLEY DEASON HIGH SCHOOL
(Split site, Lower School Annexe)
Wilson Avenue, Brighton

Required as soon as possible, WOODWORK SPECIALIST to be in charge of Technical Craft in the Lower School. Scale 3 post available for suitable applicant.

Relocation Grants Scheme in approved cases.

Further details and application forms available from the Headmaster at the school, to whom they should be returned not later than 12th December.

LONDON
CARDINAL VAUGHAN (SB)
89 Addison Road, London, W.14
(Roll 560)
Voluntary Aided Catholic School

Applications are invited for the post of HEAD of DEPARTMENT of DESIGN and TECHNOLOGY (Scale 5) to take effect from 15th February, 1978. The School, which admitted its first non-selective intake in September, 1977, is seeking a well-qualified and able teacher with a clear understanding of Design and Technology in its widest sense.

In the context of secondary reorganization, Design and Technology is an expanding area of the curriculum. The School has first-class workshop and storage facilities to cover a full range of activities.

Practising Roman Catholics are preferred.

Application forms may be obtained from the Clerk to the Governors at the school.

Scale 1 Posts

EALING
(London Borough)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL,
Gunnersbury Lane, Acton W3 8EQ

Required as soon as possible: Qualified CRAFT TEACHER, Scale 1, for TECHNICAL DRAWING to CSE level. There will also be an opportunity to take Woodwork and Metalwork in the Lower School.

London Allowance £402 plus Social Priority Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms from Headmaster to be returned as soon as possible. (S.A.E.).

ESSEX
BURNT MILL SCHOOL
(Roll 1,260)
First Avenue, Harlow
Tel.: Harlow 21139

TECHNICAL SUBJECTS

Required as soon as possible for one or two terms, full or part-time, to work in wood, metal, plastics and Technical Drawing. The department offers a wide range of options at "O", C.S.E. and "A" level. London Fringe Allowance payable.

Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned (foolscap S.A.E. please).

LEICESTERSHIRE
RUSHEY MEAD SCHOOL
Melton Road, Leicester
(Comprehensive 11-16)
(Roll 1,221)
METALWORK
Scale 1

Required January or April, TEACHER of CRAFT DESIGN (Metalwork).

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LIVERPOOL
ELLERGREEN MIXED COMPREHENSIVE S.P. SCHOOL

Carr Lane, Liverpool L11 2XZ

Require for January or as soon as possible, ASSISTANT for BOYS' CRAFT, Scale 1, to be able to teach Woodwork, Metalwork and G.E.D.

Forms obtainable from (S.A.E.) and returnable by 9th December to the Head Teacher at the school. Quote reference 400(b).

METROPOLITAN BOROUGH OF STOCKPORT
Secondary
Hazel Grove High School, Jacksons Lane, Hazel Grove

Required for January 1, 1978:—
SUPPLY TEACHER FOR ART (CERAMICS)
(Ref. 575/TES)
Scale 1.
To teach Ceramics throughout the school.

Required for 1st January, 1978, until 30th April, 1978.
TEMPORARY TEACHER OF HISTORY
(Ref. 573/TES)
Scale 1.
To teach Humanities in years 1 and 2, History in year 3, and Schools Council History 14-16 in years 4 and 5. Some 'A' level work is available for an experienced candidate.

Required for 1st January, 1978, until 31st August, 1978.
TEMPORARY TEACHER OF PHYSICS
(Ref. 574/TES)
Scale 1.
To teach Nuffield Combined Science in years 1 and 2, and Physics in years 3, 4 and 5.

Required for 1st January, 1978, until 31st August, 1978.
Brinnington School, Lapwing Lane, Brinnington
TEMPORARY TEACHER OF NEEDLEWORK AND HOME ECONOMICS
(Ref. 566/TES)
Scale 1.
Will work as a member of an Integrated Home Economics Department but an ability to teach in Needlework would be an advantage.

Peel Moat School, Buckingham Road, Heaton Chapel
TEMPORARY TEACHER OF METALWORK
(Ref. 572/TES)
Scale 1.

Bulkeley School, Cheadle Road, Cheadle Hulme
TEMPORARY TEACHER OF SPANISH
(Ref. 567/TES)
Scale 1.
Graduate teacher to teach Spanish from third year to "O" and "A" level. Please indicate second subject and any other contribution to be made to school life.

Moseley School, North Downs Road, Cheadle Hulme
TEMPORARY TEACHER OF MATHEMATICS
(Ref. 570/TES)
Scale 1.
A Graduate Teacher to teach modern mathematics to "O" and "A" level.

Reddish Vale Comprehensive School, Reddish Vale Road, Reddish
TEMPORARY TEACHER OF ART
(Ref. 562/TES)
Scale 1.
Art is taught throughout the school to C.S.E. level and an ability to teach Woodwork or Metalwork to a similar level would be an advantage.

Application forms and further details from the Head Teacher, quoting reference, and return to the Head Teacher by December 6, 1977.

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.
Director of Education.

HEADS OF DEPARTMENT

1. HEAD OF MATHEMATICS, SCALE 4
2. HEAD OF ENGLISH, SCALE 4.
3. HEAD OF MODERN LANGUAGES, Scale 4.
4. HEAD OF ART, Scale 3.
5. HEAD OF GEOGRAPHY, Scale 3.

Lymm Secondary School, Grammar School Road, Lymm.

This mixed 11-16 secondary school with 800 on roll will become comprehensive from September 1, 1978, when a 5 FE comprehensive intake will be realised. The Sixth Form, at present 50, is expected to increase yearly. Substantial extensions to the school are in the process of completion
1. "A" level course already established.
2. 'A' level course already established.
3. A new language laboratory, audio-active and language room are to be ready in January, 1978. At present French is taught to all years. 1, 2 and 3 and as an option in years 4 and 5. Ability to develop German as a second language is essential
4. A purpose built Art area will be completed in January, 1978.
5. 'A' level course already established.

SCALE 1 POSTS

1. CHEMISTY. 2. MUSIC. 3. BIOLOGY.

Winsford, Woodford Lodge Comprehensive School, Woodford Lane West, Winsford.

(Mixed 11-16 Comprehensive of 1,600 pupils)
The school which opened in 1971 is purpose built and has excellent facilities in all departments. Required for January, 1978 :—
1. Up to Advanced level. An ability to teach some Biology an advantage.
2. Temporary.
3. Temporary for two terms. An interest in Child Care/Health Education would be helpful.

PHYSICAL EDUCATION/ART AND CRAFT

Northwich County Grammar School for Girls Granville Road, Leftwich, Northwich CW9 8EZ

Required for the Spring and Summer Term, 1978. A qualified teacher to share in the teaching of PHYSICAL EDUCATION and ART/CRAFT. The post is a temporary one prior to secondary reorganisation.

Education Department

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial Applications (giving age, qualifications, experience and the names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Oldknow School, Small Heath B10 0HU

Teacher for creative METALWORK with interest in jewellery and silversmithing together with graphics an advantage. Scale 2 available for suitable applicant.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

St. Alban's C.E. School, Angelina Street B12 0UU

Required January, 1978. HEAD of R.E. DEPARTMENT, Scale 3. Communicant Member of the Church preferred.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 Posts should be sent direct to Head of School as soon as possible, together with the names of two referees and a stamped addressed envelope.

ALDERLEA SCHOOL, SHARD END B34 7JA
(570 boys)
Required January 1, 1978, if possible :—
(a) Assistant Teacher for MATHEMATICS.
(b) Assistant Teacher to assist in the Language Department—mainly in FRENCH.
The ability to help in the Art Department will be an added recommendation but is not essential.

Colmers Farm School, Bristol Road South B45 9NY
ART Teacher. Interest in Photography or Pottery would be an advantage.

Dame Elizabeth Cadbury School, Woodbrooke Road B30 1UL
Teacher of ART. Two term temporary appointment from January 1, 1978, to teach Drawing and Painting up to C.S.E. level in well equipped department.

Hodge Hill School, Bromford Road B36 8HB
Required January 1, 1978, MATHEMATICS Teacher (temporary post with a possibility of becoming permanent in September) to teach across the whole ability range.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 1 POSTS

Archbishop Masterson R.C. School, Willetts Road, West Heath B31 1BH
11-18 Mixed
(a) Required as soon as possible: Assistant teacher for ENGLISH. An ability to teach Mathematics in the Lower School would be an advantage.
(b) Part-time teacher for ENGLISH.
(c) Temporary teacher for COMMERCE/ECONOMICS.
Application forms available from Clerk to the Governors care of school.

Holy Trinity R.C. School, Oakley Road B10 0AX
S.P.S. Allowance.
(a) Teacher of DRAMA (ability to teach P.E. an advantage).
(b) Teacher for SOCIAL STUDIES (ability to teach Commerce an advantage).
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

SECONDARY
Technical Studies
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
COTTESMORE COMPREHENSIVE SCHOOL
Derby Road, Lenton, Nottingham NG7 1QH
Headmaster, S. H. Heathcote, M.A.
Mixed (870, 11 to 16)
For April, TEACHER (Scale 1) of TECHNICAL DRAWING and DESIGN to teach subject to whole age-range.
Assistance with Games and/or Mathematics desirable.
Social Priority Allowance payable.
Applications (no forms) to the Headmaster, with names and addresses of two referees, as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SALE, ASHTON-ON-MERSEY SECONDARY SCHOOL FOR BOYS
(400-plus boys)
Cecil Avenue, Sale, Cheshire
061-973 1179
HANDICRAFT/DESIGN, Scale 1
Required immediately or January. To teach mainly WOODWORK. "O" level and C.S.E. work available. Small school in pleasant residential area. Closing date 7th December, 1977.
Application forms available from the Head of the school, should be returned as soon as possible.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed; 11 to 18: comprehensive school)
Required January, TEACHER of TECHNICAL STUDIES. Any specialized craft could be accommodated, but Metalwork would be particularly helpful. Imaginative and enterprising department with excellent facilities.
Apply to Headmaster giving relevant personal details and quoting names and addresses of two referees.

Other than by Subject Classification

Heads of Department

EALING
(London Borough)
EDUCATION SERVICE
FARADAY HIGH SCHOOL
Bromyard Avenue, East Acton, London W3
1,000 pupils, mixed
Required as soon as possible, qualified TEACHER with interest or experience in SOCIAL WORK or YOUTH LEADERSHIP. A teacher is looked for who has had training and experience in dealing with small groups of disturbed adolescents. Casework experience with families and a particular interest in deprived young people are essential for the post.
The successful applicant for this Scale 3 post will be in charge of a unit in which there is one other teacher on Scale 2.
The successful candidate will have the support of outside agencies and experienced staff which include the Counsellor, Head of Remedial Department and four Housemasters.
London Weighting £402 plus Social Priority Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms from Acting Headmaster at the school (S.A.E.).

HILLINGDON
(London Borough of)
TOWNMEAD SCHOOL
Wise Lane, West Drayton UB7 7SU
(Number on roll 986, 47 in Sixth Form)
Head Teacher, C. Leon-Smith, M.A., F.B.C.A.
This is a 6 form entry mixed comprehensive school. It is situated on the edge of a pleasant, open countryside with excellent access in London via the M4. The buildings are modern, all on one site, and extensions were completed last year.
Required for January or April, 1978, HEAD of RESOURCES, Scale 2 or 3.
The successful candidate will be a person with the necessary experience, energy and enthusiasm to take overall responsibility for the development and use of Educational Technology and Resource Based Learning throughout school.
Please state teaching subjects offered.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope. Give a telephone number where you can be contacted.
London Allowance payable.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENFIELD SCHOOL
HEAD of RESOURCES (Scale 3)
Required for April, 1978, a qualified TEACHER for the post of HEAD of RESOURCES (Scale 3). The Head of Resources co-ordinates the school's resources. Prospective candidates should have experience of the technical and creative aspects of the production and organisation of resources.
This is a purpose-built comprehensive school with places for 1,800 pupils. It has excellent facilities and large Sixth Form. Further details may be obtained from the Headmaster.
Application forms available from the Director of Education (telephone Newcastle 28500, ext. 358), Civic Centre, Newcastle upon Tyne, NE1 8PU, to be completed and returned to the Headmaster, Benfield School, Benfield Road, Newcastle upon Tyne, NE6 4NU, by 9th December, 1977.

Other Posts on Scale 2 and above

NORTHAMPTONSHIRE
MEREWAY UPPER SCHOOL
Mereway, Northampton NN4 9BU
Required for April, or earlier if possible, MASTER or MISTRESS to take charge of the Alternative Education Unit of this co-educational comprehensive community school. Current number 700. This unit, which has a staff of two, was set up in 1976, with a maximum capacity of 16 placements. It receives from the school a small intake of students who find work in the normal classroom situation restrictive and irksome.
A teacher is sought who will challenge, motivate and control these youngsters.
The salary payable will depend on the qualifications and experience. Scale 4 available for suitable applicant.
Application forms and further information from the Headmaster (S.A.E.) to whom completed forms should be sent by 5th December, 1977.

Scale 1 Posts

BRADFORD (City of)
(Metropolitan Council)
FAIRFAX SCHOOL
Required January, 1978, TEACHER (Scale 1 plus Social Priority Allowance) to work in the ENGLISH and SOCIAL STUDIES areas of the school. The post is temporary for two terms.
Application forms (stamped addressed envelope, please) may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, and should be returned to the Head Teacher, Fairfax School, Flockton Road, Bradford, BD4 7RJ, by 7th December, 1977.
Reference ET 48577/TES.

BRENT
(London Borough of)
SOUTH KILBURN HIGH (MIXED) SCHOOL
Stafford Road, N.W.6
(Roll 650, 11-18, Social Priority School)
Required from January :
A TEACHER (Scale 1) who is willing to take a group of subjects or general subjects with one class in the first year and who would also be able to help with Games and with small groups in English. Applications from those recently qualified or those qualified for middle school work would be considered.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc. travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing s.a.e. for reply.

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND
KING JAMES I SCHOOL
(11 to 18 years)
ENGLISH/LATIN. Salary Scale 1. Well qualified TEACHER (Graduate preferred) required for January, 1978, to teach English and also offer some Latin in the Lower School.
Stamped addressed envelope for application form to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 12th December, 1977.

HAMPSHIRE
SOUTH-EAST AREA
Required for January, 1978, in Secondary Schools for two terms only—ASSISTANTS, Scale 1, for Social Studies, Technical Studies, Technical Drawing, Physical Education, Spanish and French.
Applications together with a full Curriculum Vitae to the Area Education Officer, 2 Bosthworth Road, Havant PO9 1AX.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAYNES PARK HIGH SCHOOL FOR BOYS
Bushey Road, SW20 0JL
Acting Headmaster, Mr. S. A. Newton, B.Sc., M.Ed.
Age Range 13-18 years
A TEACHER of GENERAL SUBJECTS required for January, 1978. Assistance with Remedial, English, Mathematics and Technical Drawing would be an advantage but not essential.
London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Acting Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 9th December, 1977.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Roll : 1,400 Co-educational
Headteacher : Mr. J. A. McDonald, M.A.
Required January, 1978, for one term only
(1) ASSISTANT TEACHER of BUSINESS STUDIES, Scale 1. The successful applicant will be expected to teach Typewriting, Commerce and Principles of Accounts. The department has some new accommodation and is well equipped.
(2) ASSISTANT TEACHER of HOME ECONOMICS, Scale 1. The successful applicant will be required to teach the subject throughout the school. C.S.E. and G.C.E. courses are well-established. Own well-equipped room.
Burnham Scales. Plus London Allowance £402. Plus Social Priority Allowance £201.
Application forms may be obtained from the Headteacher (Tel. : 01-511 0231) to whom they should be returned as soon as possible.

NEWHAM
(London Borough of)
Applications are invited from qualified and experienced TEACHERS who may be available for DAILY RATE SUPPLY WORK to cover for sickness and other emergencies in Secondary Schools.
Candidates should be prepared to make themselves available for call at short notice.
Salary would be paid at the rate of 1/200th per day of the annual salary (Scale 1) to which the teacher would be entitled if employed full-time, and would be calculated in accordance with the provisions of the scale of salaries for teachers (Burnham Scales), including London, and any Special Allowances being paid at the time of the employment.
Newham is situated on the Eastern borders of London and all our schools are close to bus routes, British Railway (Eastern Region), Central Line and District Line stations.
It is regretted that these posts are not suitable for teachers seeking their first appointment.
Application forms may be obtained from the undersigned and should be returned by 10th December, 1977.
J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London, E15 4BQ.

SUFFOLK
COUNTY COUNCIL
KING EDWARD VI UPPER SCHOOL
Bury St. Edmunds
(Mixed comprehensive 13 to 18: 1,220 on roll)
Required for January, 1978, for one term, a TEACHER (Scale 1) to join a team of staff involved with pupils studying the transfer from school to work. Candidates offering a range of subject background would be considered.
Please write or telephone (Bury St. Edmunds 61573) the school for full details.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated application forms and details (S.A.E. foolscap) from the Heads at the schools.
STAP forms accepted from students for first appointments only.
Please quote reference 25/11 on correspondence.

Secondary

Brymore School, Cannington, Bridgwater

(150 Boarders, 40 day boys) 13-16 age range
For January, 1978, or as soon after as possible, teacher of WOODWORK, to teach throughout the school. TECHNICAL DRAWING and/or BUILDING CONSTRUCTION advantageous. Salary up to Scale 3. Agriculture is the motivation of the boys at this Secondary Technical School. All subjects, including woodwork, are taught in this context, and in close liaison with the School Farm. The Boys' woodwork ranges from individual skills to large project works in equipment and building.
Should a housemaster vacancy arise at any time the postholder would qualify for consideration, but the teaching appointment is in no way dependent upon this.

Primary

St Andrew's CE VC Junior, Burnham-on-Sea (310)

For January or April, 1978, experienced teacher, scale 2, for first year juniors. Ability to take charge of Resources Bank and Visual Aid Equipment.
Application form, returnable as soon as possible please.

Mark VC First, near Highbridge (72)

(5-9 age range)
For January, 1978 enthusiastic infant teacher, scale 1, for this three class village school. Ability to teach football an advantage. Temporary post.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service.
All posts are Scale 1 unless otherwise specified.
An asterisk before the school name indicates a social priority school.

Deputy Headship

PENCLAWDD INFANTS, BANC BACH, PENCLAWDD, SWANSEA
This is a GROUP 3 School with a mixed pupil enrolment of 114 in the age range 3-7 (Post Ref IP4/1.25.77).

Secondary Schools

Drama

OLCHFA COMPREHENSIVE, GOWER ROAD, SWANSEA
(MIXED) (2,154 on roll) (Age Range 11-18) SCALE 2 (Post Ref. IS1/2.25.77). (Readvertisement.)

Economics

GOWERTON COMPREHENSIVE, CECIL ROAD, GOWERTON, SWANSEA
(MIXED) (1,758 on roll) (Age Range 11-18) to 'O' and 'A' level and HISTORY in the lower school (Post Ref. IS3/3.25.77).

English

CEFN SAESON COMPREHENSIVE, CIMLA, NEATH
(MIXED) (951 on roll) (Age Range 11-16) HEAD OF DEPARTMENT SCALE 3 (Post Ref. 5S 11/4.25.77).

General Science

OLCHFA COMPREHENSIVE, GOWER ROAD, SWANSEA
(MIXED) (2,154 on roll) (Age Range 11-18) in lower school and MATHS in year 1 (Post Ref. 1S1/5.25.77).

Music

OLCHFA COMPREHENSIVE, GOWER ROAD, SWANSEA
(MIXED) (2,154 on roll) (Age Range 11-18) mainly in Lower School. Choral interest essential. SCALE 2 (Post Ref. 1S1/6.25.77).

Physics

MORRISTON SENIOR COMPREHENSIVE, HEOL MAES EGLWYS, CWMRHYDYCEIRW, MORRISTON
(MIXED) (1,040 on roll) (Age Range 13-18) (Post Ref. 4S12/7.25.77). (Readvertisement.)

Primary Schools

DISTRICT 1 (Swansea West and Gower

Infants

BISHOPSTON INFANTS, BISHOPSTON ROAD, BISHOPSTON, SWANSEA
(MIXED) (180 on roll) (Age Range 3-7) (Post Ref. District 1/P3/8.25.77).

Physical Education and Boys' Games

BISHOPSTON JUNIOR, BISHOPSTON ROAD, BISHOPSTON, SWANSEA
(MIXED) (274 on roll) (Age Range 7-11) SCALE 2 (Post Ref. District 1/P3/9.25.77).
DISTRICT 2 (Swansea East and Central)

Infants

*TOWNHILL INFANTS, TOWNHILL ROAD, TOWNHILL, SWANSEA
(MIXED) (182 on roll) (Age Range 3-7) (Post Ref. District 2/P30/10.25.77).
DISTRICT 5 (Neath)

Infants

CRYNALLT INFANTS, CIMLA, NEATH
(MIXED) (310 on roll) (Age Range 3-7) Post Ref. District 5/P13/11.25.77).

Applications and further particulars of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope, quoting the appropriate post reference.
CLOSING DATE—The closing date for the receipt of completed application forms is THURSDAY, DECEMBER 8, 1977.
John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

SECONDARY
continued

Appointments in Scotland

BORDERS REGIONAL COUNCIL

PRIMARY SCHOOLS
TEACHING POST
Part time Visiting TEACHER of ART
ST. RONAN'S PRIMARY SCHOOL
Innerleithen
and
WALKERBURN PRIMARY SCHOOL
Walkerburn
SECONDARY SCHOOLS
PROMOTED POST
ASSISTANT PRINCIPAL TEACHER OF BIOLOGY
JEDBURGH GRAMMAR SCHOOL
(Roll: 620)
Telephone: Jedburgh 3273
Responsibility Element £367 per annum.
TEACHING POSTS
TECHNICAL
EARLSTON HIGH SCHOOL
Telephone: Earlston 282
(Roll: 390)
MUSIC
EYEMOUTH HIGH SCHOOL
Telephone: Eyemouth 50363
(Roll 500)
GEOGRAPHY, MUSIC
KELSO HIGH SCHOOL
Telephone: Kelso 2444
(Roll 800)
MATHEMATICS
PEEBLES HIGH SCHOOL
Telephone: Peebles 20201
(Roll 1,000)

Applications are invited from suitably qualified and registered teachers for the above posts.
Application forms and further particulars may be obtained from the Head of Personnel and Management Services Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education, not later than December 13, 1977.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered TEACHERS for the following posts:—
EDINBURGH DIVISION
SECONDARY
PRINCIPAL TEACHER
FIRRHILL HIGH SCHOOL
BIOLOGY
Responsibility Allowance £1512
ASSISTANT PRINCIPAL TEACHER
GRACEMOUNT HIGH SCHOOL
GUIDANCE
Responsibility Allowance £801
LEITH ACADEMY
GUIDANCE
Responsibility Allowance £756
THE ROYAL HIGH SCHOOL
SOCIAL STUDIES
Responsibility Allowance £723
TEACHING POSTS
AINSLIE PARK HIGH SCHOOL
MATHEMATICS
BROUGHTON HIGH SCHOOL
HOME ECONOMICS
ST. AUGUSTINE'S HIGH SCHOOL
SCIENCE/CHEMISTRY
THE ROYAL HIGH SCHOOL
ENGLISH
MIDLOTHIAN DIVISION
SECONDARY
ASSISTANT PRINCIPAL TEACHER
DALKEITH HIGH SCHOOL
PHYSICAL EDUCATION
Responsibility Allowance £687

Salaries in accordance with the current Scottish Teachers Salaries Memorandum.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:—
Mr. G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. D. S. Brotchie, Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
The closing date for applications is Friday, December 9, 1977.

Sixth Form and Tertiary Colleges

Heads of Department

WIGAN
(Metropolitan Borough of)
EDUCATION COMMITTEE
WIGAN (TERTIARY) COLLEGE OF TECHNOLOGY
HEAD OF DEPARTMENT
Grade IV MECHANICAL and PRE-E and PRODUCTION ENGINEERING.
Please refer to Further Education Section.

Other Posts on Scale 2 and above

LEICESTERSHIRE
RUTLAND SIXTH FORM COLLEGE
Barleythorpe Road, Oakham, Rutland, Leicestershire
(Roll: 290)
PHYSICS
Scale 1 or 2
Required January or as soon as possible thereafter, PHYSICIST to take part in C.S.E. "O" and "A" level teaching. An ability to help with Maths would be an advantage. Possibility of Scale 2 post, but applications from beginners welcome.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
BRIGHTON, HOVE AND SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove
Required January: Temporary staff (one or two terms) to cover one and a half posts in MATHEMATICS, ECONOMICS and BOYS' PHYSICAL EDUCATION, or any combination of them, but mainly Mathematics.
Apply to the Principal with full particulars and the names of two referees as soon as possible.

Special Education

Headships

HAMPSHIRE
BYLANDS SCHOOL
Stratfield Turgis,
Basingstoke, Hants.
(Burnham Group 4 (S))
Bylands is a recognised, residential independent school for 48 maladjusted boys between the ages of eight and 16 years. The post offers admirable scope for a well qualified teacher of energy and initiative with experience in teaching maladjusted children at a responsible level. It is hoped that the successful candidate will take up duties as from April 1st, 1978.
Two-bedroomed, self-contained flat available free. Burnham Scale plus Special Schools Allowance.
Further details and application forms from the Principal, Bylands School Limited, 10 Wellington Court, Spencers Wood, Reading, Berks. All application forms to be returned by Friday, December 23rd, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
LONGFIELD SCHOOL
E.S.N.(M)
Hitchin Road, Stevenage
HEAD TEACHER required Easter, 1978, for this Group 6(S) School, upon the retirement of the present holder of this post.
Application forms and further details obtainable from County Education Officer (Ref.: RAW), County Hall, Hertford, Hertfordshire.

Deputy Headships Senior Masters/Mistresses

BERKSHIRE
HEATHERMOUNT
(Boarding Mal.) (S.B.)
Devenish Road, Sunningdale, Berks.
Ascot 20697 (I.L.E.A.)
DEPUTY HEADTEACHER required in January, 1978, or as soon as possible to teach general subjects to the Senior Class and to offer personal curricula interests.
Relevant experience is essential ; also the ability and wish to participate in a multi-disciplinary team.
Applicants should be enthusiastic and have an interest in all aspects of school life.
Married accommodation available in a 3-bedroom cottage in the school grounds which occupy 13 acres. Standard Charge.
Group 4(S) with special schools addition and "Fringe" London Allowance £150 per annum plus £920 per annum (non superannuable) for appropriate extraneous duties.
Application forms and further details from the Headmaster. Visits by arrangement welcomed.

BRADFORD (City of)
Metropolitan Council
BUTLER ST. SPECIAL SERVICES CENTRE
Required for April, 1978, DEPUTY HEAD OF CENTRE. Salary equivalent to Deputy Head Group 3(S).
This 18 place Centre caters for children age five to nine years who have particular behaviour problems. Candidates should have significant experience with this age group and an additional qualification for teaching children with learning difficulties would be an advantage.
Further information may be obtained from the Head of Centre, Mrs M. Cole (telephone Bradford 26908).
Application forms (S.A.E. P.) may be obtained from the Staffing and Training Unit, 4th Floor, Provincial House, Tyrrel Street, Bradford, BD1 1NP, and should be returned to the Head of Centre, Butler Street Centre, Bradford, BD3 0QS, by December 9th, 1977.
Reference ET.48277/TES.

BROMLEY
(London Borough of)
GROVELANDS SCHOOL E.S.N. (M.)
Grovelands Road, Orpington, Kent BR5 3EG
Tel.: 01-300 7587
(Roll 110)
DEPUTY HEAD TEACHER (Group 5(S)
A DEPUTY HEAD TEACHER is required for 1st September, 1978.
The person appointed will be required to take a class of senior pupils and to extend the present Leavers' Programme, including work experience and Link Courses. Applicants possessing the Diploma in the Education of Handicapped Children an advantage.
Removal and other expenses payable in approved cases.
Application forms obtainable from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH (S.A.E. please) to whom they should be returned by 7th December.

CROYDON
(London Borough of)
ST. CHRISTOPHER'S E.S.N. (M) SCHOOL
1012 London Road, Thornton Heath, Surrey CR4 7ND.
Telephone 01-684 9227
Tenable April 6, 1978, or earlier if available.
Second MASTER/MISTRESS required in this day E.S.N. (M) mixed school, which caters for up to 240 plus pupils aged 5-16 years. The successful candidate will be required to take an active part in the corporate life of the school. The person appointed will undertake major responsibility for a well-established and progressive "leavers programme".
Salary, Deputy Headship Group 8 (S), with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher, at the above address as soon as possible.

EAST SUSSEX
HAZEL COURT SCHOOL
Shinewater Lane, Friday Street, Eastbourne
Required from April, 1978, DEPUTY HEAD TEACHER for this Group 4(S) school, number on roll 55 (aged three to 16). Applicants should preferably hold a qualification in special education and have had successful teaching experience with E.S.N.(S) children. Possibility of accommodation available.
Relocation grants available in approved cases.
Application form (S.A.E. please) from the Area Education Officer, Education Office, Grove Road, Eastbourne, BN21 4TN, to whom completed forms should be returned by 14th December.

ESSEX
ELMBROOK E.S.N.(S)
(Roll 84)
Church Road, Basildon
Tel.: Basildon 21808
DEPUTY HEAD
(Group 5S)
A suitably qualified and experienced TEACHER required who will be expected to use initiative and accept responsibility. Post vacant from the beginning of the Summer Term 1978 following retirement of present Deputy. Fringe Allowance £150 per annum payable.
Application forms and further details (foolscap S.A.E., please) available from the Area Education Officer, Basildon and Brentwood Area, Church Road, Basildon, Essex. Closing date 9th December, 1977.

LINCOLNSHIRE
DEPUTY HEAD
LINCOLN, ST. FRANCIS SCHOOL for physically handicapped and delicate children
Burnham Group 6(S) £5,304 to £5,094
Number on roll 96
Required for Easter, 1978. DEPUTY HEAD for this purpose-built school. Forty of the pupils are weekly boarders. An unfurnished self-contained flat is provided for the deputy head who is required to be resident. Burnham Group 6S plus extraneous duties allowance.
Application forms and further information are available on receipt of S.A.E. from the Headmaster, Mr. D. G. Williams, St. Francis School, Wickenby Crescent, Ermine Estate, Lincoln, LN1 3TJ (telephone 0522 26498) to whom completed application forms should be returned by Friday, 16 December, 1977. Previous applicants need not reapply.

LIVERPOOL
Applications are invited for the following post required for the start of the Autumn Term, 1978:
Resident DEPUTY HEAD TEACHER, Group 4(S)
LOWER LEE SPECIAL SCHOOL
To take a keen interest in the overall educational organisation and curriculum of this school for 50 maladjusted boys, to take charge in the absence of the Head, and to share evening and weekend duties with him. The person appointed must have experience of administering a multi-disciplinary staff. A good teacher/pupil ratio exists and resident and non-resident staff cater for the children's needs outside classroom hours. The school was purpose-built in 1966.
A three-bedroomed, self-contained unfurnished flat with central heating and hot water is provided for the Deputy Head Teacher and family. £920 per annum extraneous duties allowance, excluding deduction for residence.
Application forms and further details available from either the Head Teacher (telephone 051-428 4071) or Director of Education, but returnable by 31st December to Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ.

LOTHIAN REGIONAL COUNCIL
SPECIAL EDUCATIONAL SERVICES
ASSISTANT HEAD TEACHER
HOSPITAL SERVICES
(Princess Margaret Rose)
Applications are invited for the above post. The person appointed will be based at the Princess Margaret Rose Hospital and responsible to the Head Teacher of the Hospital Services, who is based at the Astley Ainslie Hospital. Experience of remedial or special education is essential. Candidates should also hold a recognized qualification to teach handicapped pupils.
Further information can be obtained from the Head Teacher at the Astley Ainslie (031-447 6271).
Salary in accordance with the current Scottish Teachers Salaries Memorandum. The following allowances are also payable:
Responsibility element £471.
Secondary age pupils allowance £60.
Special qualification allowance £102.
Application forms are available from the Divisional Education Officer, Division 2 (Personnel), 40 Torphichen Street, Edinburgh EH3 8JJ.
The closing date for application is Friday, December 9, 1977.

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
OLD HALL SCHOOL
Bentley Lane, Short Heath, Willenhall
Required for January, 1978: Senior MASTER/MISTRESS, Scale 3
Applications to Head Teacher with names and addresses of two referees and S.A.E.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
WEATHERFIELD SCHOOL
(Group 6s Day Special)
Brewers Hill Road, Dunstable, Bedfordshire
Telephone: Dunstable 605632
TEACHER required for January or Easter, 1978, to work in a co-operative teaching situation with a class of primary aged children at this school for slow learners. Successful experience essential. Scale 2s may be available for a suitable candidate. Visits from prospective candidates welcome.
Application form and further details available from the Headmaster, S.A.E. please.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
COUNTY AUDIOLOGY SERVICE
Applications are invited from qualified TEACHERS of the deaf for the post of teacher at a Partially Hearing Unit attached to a comprehensive school in St. Austell.
Salary, Burnham Scale II plus special schools allowance.
Application forms and further details from Education Department, Special Services Section, County Hall, Truro.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ANCHORAGE SCHOOL
Cusworth Lane, Doncaster
A vacancy exists from the 1st January, 1978 for a TEACHER to work in the Diagnostic Unit at the above school.
The person appointed must have had considerable previous teaching experience, preferably in Special Education.
A scale 2 (S) post is available and further details and application forms are available from Special Services Section, Highgate, Doncaster (Telephone 4041).
Closing date for application is 7th December, 1977.

DORSET
Appointment of PERIPATETIC TEACHER of the Deaf.
Applications are invited for the post of a PERIPATETIC TEACHER primarily for the North Dorset area but to work flexibly with a team of teachers in the Service for Hearing Impaired Children. The post is available from January, 1978.
The teacher appointed would be expected to deal with the complete school age range and with a wide variety of additional handicaps.
He/she would work under the direction of the Head of the Service for Hearing Impaired Children.
A Scale 3 post is available for a suitably qualified and experienced applicant.
Travelling and subsistence allowances are paid in accordance with the N.J.C. rates. Assistance with removal and legal expenses.
Application form and further details are available from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ, and should be returned to the Head of Service for Hearing Impaired Children, County Hall, Dorchester, DT1 1XJ, as soon as possible.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
THE PARKWAY SCHOOL
(MALADJUSTED)
High Street Cranford, Middlesex
Headmaster, Mr. D. Whitlock.
Required for Easter, 1978.
Senior TEACHER Scale 3S. Experience in Special Education and/or Diploma in the Education of Maladjusted/Handicapped Children required for this position.
This is a senior post in a new and expanding school offering excellent opportunities. The teacher appointed would assist in co-ordinating the work of staff engaged in creating an environment in which the children are able to progress both educationally and socially towards goals of acceptability.
The Parkway School is situated in Cranford approximately 1½ miles from Heathrow Airport, being a purpose built school it is fully sound protected.
Inquiries and informal visits welcomed provided the Head Teacher is contacted beforehand (Telephone 01-759 1805/6).
Closing date December 2, 1977.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.
Application forms (stamped addressed foolscap envelope) from Mr. P. J. Lee, B.A., Director of Education, Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN, to whom they should be returned by the closing date.

KIRKLEES
METROPOLITAN COUNCIL
NEWSOME SECONDARY SCHOOL
Castle Avenue, Newsome, Huddersfield HD4 6JN
Required for Easter 1978, TEACHER of the Deaf Scale 2, plus S.S.A. to work with a group of partially hearing children.
Application forms and further particulars (S.A.P.E. please) from the Head Teacher.

LEEDS
THE SPASTICS SOCIETY
HAWKSWORTH HALL SCHOOL
Guiseley, Leeds
Required for January, 1978, a NON-RESIDENT TEACHER at this school, which is concerned with the assessment and education of severely handicapped children.
Ability to offer music and/or practical interest in simple technical equipment would be an advantage. Maximum of six hours extraneous duty. Possibility of Scale 2 post for experienced candidate.
Normal superannuation and Burnham Scale apply.
Inquiries to the Headmaster for further details and application form.

NORTHUMBERLAND
COUNTY COUNCIL
CLEASWELL HILL E.S.N.(M) SCHOOL
RESIDENTIAL HOUSEMASTER
Required for Easter 1978, at the associated five-day boarding hostel for twenty 10 to 16-year-olds. Salary Burnham Scale 2 plus Special Schools' Allowance with reduced teaching programme and extraneous duties allowance of £920 per annum, deductions for board/lodgings as per National Agreement.
Application forms returnable by December 9, and further details obtainable by sending a foolscap S.A.E. to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post :
DERRACE E.S.N. (S) SCHOOL
3A Debdale Lane, Mansfield, Notts. NG19 7HB
Headmaster : A. Sheppard
(Mixed 100)
For April :
Suitably qualified and experienced TEACHER (Scale 3(S)), to institute, and take responsibility for, a planned Language Development programme throughout the school. Duties will include some home/school liaison work.
Closing date : 9th December, 1977.
Further details and application forms from the Area Education Officer, County Offices, St. John Street, Mansfield, Notts.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
WOODLANDS E.S.N. (M) SCHOOL
Beechdale Road, Nottingham, NG8 3EZ
Headmaster, R. H. Batchelor
Mixed: 240 (12-16)
For Easter, or earlier if possible, THREE TEACHERS (Scale 2 (S)).
(1) With wide experience of slow learners to take charge of the Literacy Department. Ability to develop literacy skills through all aspects of the curriculum essential.
(2) With wide experience of slow learners to exercise a pastoral role of HEAD of YEAR and to be responsible for the School Leavers' course in the final three years.
(3) Enthusiastic, experienced TEACHER required to exercise pastoral role as HEAD of YEAR and to be responsible for DRAMA throughout the school.
Applications (no forms) to the Headmaster, with names and addresses of two referees, as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL
BARTHOLOMEW SCHOOL
Witney Road, Eynsham
Oxford OX8 1PQ
Required for 1st January, 1978, or as soon as possible thereafter, a suitably qualified and experienced TEACHER (Scale 2 plus Special Schools Allowance) to work in the Special Unit (ESN-M) attached to this school, and to co-ordinate the services for children with learning problems throughout the school.
Full details of the post and the school are available from the Headmaster, to whom applications should be sent by letter, together with the names of two referees, as soon as possible.

SHEFFIELD
EDUCATION
NORTHERN GENERAL HOSPITAL SCHOOL
Herries Road, Sheffield S5 7AU
Required for April 1978, an experienced TEACHER of the mentally handicapped, to be responsible under the guidance of the headteacher, for the day to day administration of the new mental handicap unit.
The teacher would be expected to lead a team of teachers working with adolescents and adults and to be responsible for the work in the children's unit in the absence of the head and deputy head. Scale 3(S) available.
Application forms are obtainable from the Chief Education Officer to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, as soon as possible. Further details are also available.

SUFFOLK
COUNTY COUNCIL
BELSTEAD E.S.N.(S) SPECIAL SCHOOL
Sprites Lane, Belstead, Ipswich
ASSISTANT TEACHER Scale 2(S) required for the reception class. Qualification and experience in the teaching of mentally handicapped children essential. Experience with younger age group preferred.
Further particulars and forms of application obtainable from the Head Teacher on receipt of a stamped addressed envelope, should be completed and returned as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
DELAMERE SCHOOL
(60 mixed)
Delamere Avenue, Stretford, M32 0DF
061-865 3726
TEACHER Scale 2
Required early 1978, to take responsibility for a group of profoundly handicapped children. Applications are invited from TEACHERS with appropriate experience, initiative, imagination and positive attitude. Practical abilities in art/craft or music would be an additional advantage.
Application forms may be obtained from the Head Teacher to whom they should be returned within seven days of the appearance of this advertisement.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
BROMHAM HOSPITAL SCHOOL
(ESN-S)
Bromham Hospital, Bromham, Bedford
Telephone Oakley 2796
Group TEACHER required for April, 1978, or earlier, if possible, for multiply-handicapped ESN-S children. An interest in mobility and behaviour modification techniques would be an advantage.
Ability to work as a member of a team essential.
Application form and further details available from the Headmistress at the school (S.A.E., please.

BEDFORDSHIRE
EDUCATION SERVICE
EATON BRAY LOWER SCHOOL
Eaton Bray, Dunstable, Beds.
Required for January, 1978, a suitably qualified TEACHER (experience in Remedial work an advantage) to take charge of the School's Gypsy Unit. The unit caters for children five to 10 years some of whom have no or very limited experience of school. The post is of a social as well as educational nature, contact with local permanent site essential. Scale 1 plus SSA.
Application form and further particulars from the Headmaster, S.A.E. please.

BUCKINGHAMSHIRE
COUNTY COUNCIL
BEACONSFIELD/CHILTERN DIVISION
CANADIAN RED CROSS MEMORIAL HOSPITAL SCHOOL
Taplow, near Maidenhead
Berkshire
Teacher-in-Charge
Mrs. D. A. Bolton, B.Ed.
Required as soon as possible, full-time TEACHER with SCIENCE/MATHEMATICS bias, to take primary responsibility in the basic subjects for a small group of Physically Handicapped Middle School pupils, plus the teaching of a Science subject, preferably Biology to senior pupils.
Temporary appointment in first instance, of Scale 1 plus Special Schools Allowance and £150 per annum London Fringe Area allowance.
Application forms and further details available from the Teacher-in-Charge on receipt of S.A.E.

CROYDON
(London Borough of)
COLDHARBOUR (E.S.N.) (S)
489 Purley Way, Croydon CR0 4RG
Tel.: 01-688 1761
Tenable: 1st January, 1978.
An experienced and enthusiastic TEACHER, sympathetic towards the educational and social needs of the severely mentally handicapped is required for a class of children 5-10 years old, who have exceptional behavioural and learning difficulties.
Salary—Burnham Scale I plus special schools allowance with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.
Closing date 30th November.

The Spastics Society

GROUP 4(s) HEAD TEACHER
(£5,223 - £5,835 p.a.)

TRENGWEATH SCHOOL, Plymouth

A skilled educationist is required to take over responsibility for this Special School on the retirement of the present Head. The post is resident. Trengweath School provides education for up to 55 cerebral palsied children aged 2 to 16 years, many of whom have additional handicaps. There are 14 weekly boarding places (Monday to Friday).
Pupils up to the age of 11 years are admitted at all levels of ability, from ESN(S) to average. Pupils over 11 are mainly within the ESN ranges.
The School has an innovating approach to the education of multiply handicapped children and applications are invited from teachers having appropriate qualifications and experience who are able to demonstrate an ability to lead a multi-disciplinary team.
Application forms and further details from: Mrs J. M. Pedler, Personnel Officer Schools and Centres, The Spastics Society, 12 Park Crescent, London W1N 4EQ. Telephone 01-636 5020.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the undernoted vacancies :—

TEACHER OF GEOGRAPHY
Douglas Ewart High School, Newton Stewart

TEACHER OF MATHEMATICS
Douglas Ewart High School, Newton Stewart

TEACHER OF PHYSICS
Douglas Ewart High School, Newton Stewart
Douglas Ewart High School is a fully comprehensive six-year secondary school with a roll of 1,000.

TEACHER OF ART
Gatehouse Secondary School
Gatehouse Secondary School is a small four-year school with a roll of 75. The associated Primary School has a roll of 116.

ITINERANT TEACHER OF ART
Primary Schools in The Lockerbie Area

TEACHER OF CHEMISTRY
Sanquhar Academy
Sanquhar Academy is a four-year secondary school with a current roll of 460. Consideration is being given, at the moment, to the up-grading of this school to five-year status.

TEACHER OF MUSIC
Stranraer Academy
Stranraer Academy is a fully comprehensive six-year school with a roll of 1,600.

Further information regarding the above posts, together with application forms, may be obtained from the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Education Offices, J. K. Purves
30 Edinburgh Road, Dumfries Director of Education.
November 14, 1977.

THE ROYAL NATIONAL INSTITUTE FOR THE DEAF

A TEACHER is required to support a rehabilitation programme for deaf young men, who have behaviour difficulties, at RNID's residential Training Centre in South Devon (28 trainees). This is an important post since trainees have poor language development and are seriously retarded educationally. A teacher of the deaf would be most suitable for this position, though teaching experience with mentally handicapped people could be acceptable. An understanding of the *needs of retarded deaf young men* is highly desirable and, essentially, the applicant will need to demonstrate either the ability to communicate manually or express willingness to learn and apply manual methods of communication. This appointment is to be made in accordance with appropriate Burnham salary scales, the point of entry will depend upon qualifications and experience. Housing is not available on site, but assistants will be given to secure local accommodation where necessary. For further details and application form write to The Administrative Secretary, RNID, 105 Gower Street, London WC1E 6AH, as soon as possible.

County of Cleveland

SPECIAL SCHOOL

SCALE 2S POST

THORNHILL SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN

Elwick Road, Hartlepool, Cleveland

Required for Easter, 1978, or earlier if possible, a qualified teacher for primary age pupils in this new school. Applicants should have an interest in working with pupils with a wide range of handicaps, and have expertise in the development of language skills, as the person appointed will be required to assume some responsibility for the co-ordination of the language skills curriculum.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

CHURCH OF ENGLAND CHILDREN'S SOCIETY

HALLIWICK SCHOOL,
WINCHMORE HILL, LONDON

Our Further Education and Training Day Centre at Winchmore Hill provides varied facilities and assessment for 16/19-year-old physically handicapped ESN(M) and (S) young people. The Centre is purpose built and adjoins an existing residential/day school for multiply handicapped children. It is expected to open after Easter, 1978.

A WORKSHOP INSTRUCTOR
is required for this unique experimental project. The person appointed will preferably have some industrial experience combined with experience of multiply handicapped children or adults, and qualified teachers with relevant training or experience will also be considered. Salary either NJC Scale for Staff in Adult Training Centres or Burnham FE Scale.

An ASSISTANT TEACHER
is required to teach a small intake of young people a wide variety of simple crafts and other leisure activities. There will be some overlap between leisure and workshop activities and the arts/craft teacher will be expected to work in liaison with a Workshop Instructor.
Applications are invited for this post from suitably qualified and experienced teachers. Salary scale Burnham for FE Teachers.

A REMEDIAL TEACHER
is required and applications are invited from suitably qualified and experienced teachers. There will be an individual programme for each student, and it is expected that some students will require intensive further education in language development, communication skills, literacy, numeracy, etc.
Salary Scale Burnham for FE Teachers.

NON-RESIDENT ASSISTANT TEACHER
Due to an increase in the staffing establishment and consequent reduction in size of teaching groups, a vacancy for a non-resident Assistant Teacher will arise, from the beginning of 1978, at Halliwick School. This is a recognised residential/day school for 10/16-year-old physically handicapped children who are also ESN(M) and (S) and may have additional handicaps.

Applications for this post are invited from suitably qualified and experienced teachers. An interest or qualification in teaching ESN(S) children and some musical ability would be of advantage. Salary Burnham Scale.

The Society is a Christian organisation and seeks in staff readiness to grow in Christian faith and life, whether or not applicants have formal allegiance to a Church.

Application forms and further details from: Mr. S. G. Hughes, Church of England Children's Society, Halliwick School for Physically Handicapped Children, Bush Hill Road, Winchmore Hill, London, N.21.

SPECIAL EDUCATION
Scale 1 Posts
continued

DORSET
SERVICE FOR HEARING IMPAIRED CHILDREN
Appointment of Qualified TEACHER of the Deaf for Diagnostic/Nursery Unit

A qualified and experienced TEACHER of the deaf is required as soon as possible for a diagnostic/nursery unit which is at present attached to St. Mary's School, Weymouth. It is one of two units, the second being for profoundly deaf infant/junior aged children.

Both units are due to move to St. Osmund's School, Dorchester, in April, 1978.

The units serve profoundly deaf children and maximum parental involvement is encouraged.

A Scale 3 post is available for a suitably qualified and experienced teacher.

Assistance with removal and legal expenses.

Application form obtainable from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ, to be returned to the Head of Service for Hearing Impaired Children, County Hall, Dorchester DT1 1XJ, as soon as possible.

GLOUCESTERSHIRE
NATIONAL CHILDREN'S HOME
EBLEY HOUSE NURSERY SCHOOL
255 Westward Road, Ebley, near Stroud

The school at Ebley House offers pre-school facilities for mentally handicapped and non-handicapped children.

Required for April, 1978:
A TEACHER, qualified in the teaching of mentally handicapped children, with experience of working with the pre-school child.

The successful candidate will be responsible for individual assessment of children, programme planning and educational reports.

An inter-disciplinary approach is adopted and the teacher will be expected to work in cooperation with a speech therapist, social workers and health visitors in providing a comprehensive service for children and their families.

The service is fully recognized and pensionable under the Teachers' Superannuation Act. Burnham Scale 1 plus special school allowance of £351 per annum.

The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.

Interested applicants who wish to visit Ebley House before making formal application should contact Miss Winfield, the Superintendent, or Mrs. Elliott, the Head Teacher (tel. Stroud 4307).

Application forms and further particulars from Staffing Secretary (Dept. TS), National Children's Home, 85 Highbury Park, London N5 1UD.

HAMPSHIRE
GREENACRES DAY SPECIAL SCHOOL
Winchester

Experienced TEACHER: Scale One plus S.S.A.: based Abbots Worthy—to take charge of group of very severely mentally and physically handicapped children.

Please send curriculum vitae, two referees and S.A.E. to Headteacher, Greenacres Day Special School, Winchester, as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BOXMOOR HOUSE SCHOOL
Box Lane, Hemel Hempstead
(Mal. Secondary)

As soon as possible: TEACHER (Scale 1). Non-resident with extraneous duties. GENERAL SUBJECTS plus some help with Senior BOYS' PHYSICAL EDUCATION.
Apply Headmaster.

HERTFORDSHIRE
THE SPASTICS SOCIETY
MELDRETH MANOR SCHOOL

Scale 1(S) TEACHER. To work with a group of up to nine cerebral palsied children displaying deviant behaviour, assessed as functioning in the E.S.N.(S) range. The teacher will be part of a small unit within the grounds of a large purpose-built school for mentally handicapped cerebral palsied children.

The team in the special unit is led by a Research Psychologist who is particularly interested in studying the in-class behaviour of the children. The teacher, therefore, should be keen to participate in this and other research ventures.

Application forms/written applications only to: The Principal, Meldreth Manor School, Meldreth, near Royston, Hertfordshire SG8 6LG.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
ROYAL SEA BATHING HOSPITAL SCHOOL
Canterbury Road, Westbrook, Margate
(Roll 21)

Part-time ASSISTANT TEACHER required January, 1978, for 17 hours per week.

Applications, with two referees to the Headmistress.

OXFORDSHIRE
MULBERRY BUSH SCHOOL
Standlake, Oxfordshire

This is a purpose-built residential school for 36 disturbed boys and girls of primary school age. Our children, all of at least average intelligence, have been selected by us as being in need of primary experience. In a structured therapeutic environment the professional staff of 14 are able to work individually and as a team towards meeting this need. There are six weekly staff meetings and conferences, and members have individual weekly consultations with our therapeutic adviser.

TEACHER

We require an experienced and well qualified teacher to take a small class/group of about 7 children. Salary will be Burnham Scale 1 (Scale 2(S) possibly for remedial education or craft) plus special schools and extraneous duties allowances. 12 weeks holidays a year and 1½ days off at weekends.

RESIDENTIAL SOCIAL WORKER (Child Care)

Applicants will preferably be qualified and have had some residential experience. Salary will be negotiable on Grade 3 NJC (£2,810 to £3,323) less £453 for emoluments. 6 weeks annual holiday.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFAES COUNTY PRIMARY INFANT SCHOOL
Brecon
(Telephone Brecon 3726)
DIAGNOSTIC ASSESSMENT UNIT

Required for 10th April, 1978 or such other date as may be arranged, a suitably qualified and experienced TEACHER for this special unit, which caters primarily for language-impaired children in the pre-school to seven-year age range. Scale 1 post, plus Special Schools Allowance (£351) for suitably qualified applicant (Post Reference 140-S-7.)

Application forms and further particulars obtainable from the undersigned upon receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned by 14th December, 1977.

Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

SURREY
BURROW HILL SCHOOL
St Catherine's Road, Frimley, Camberley, Surrey GU16 5NL
Tel. 02516 5570
(Boarding E.S.N.(M), 112 boys 10 to 16 years)
(I.L.E.A.)

Class TEACHER (Scale 1) plus Special Schools additions. 13 to 14 year age group. Emphasis on reading and basic skills within a structured curriculum. This post is open to applicants seeking their first appointment.

Successful candidate would be expected to undertake extraneous duties averaging 15 hours per week in term time for which payment of £920 per annum is made. 3 bedroom house off site, available at standard charge. Visits welcomed.

SUSSEX
OVINGDEAN HALL SCHOOL FOR PARTIALLY HEARING CHILDREN
Brighton, Sussex

Applications are invited for the post of WOODWORK TEACHER from 1st January, 1978.
An ability to offer some TECHNICAL DRAWING, though not essential, would be an advantage.
Salary: Burnham Scale 1 plus Special School's Allowance (Scale II post offered for suitable candidate holding relevant qualification for teaching the deaf).
Payment for out-of-school duties (not exceeding 15 hours weekly) according to National Scale.
A successful applicant not in possession of a qualification for teaching the deaf, will be required to qualify within 3 years of appointment.
Further information and application form from the Headmaster at the school.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
WHITEFIELD SCHOOL
See display advertisement on page 63.

WALTHAM FOREST
(London Borough of)
HOUSEPARENT (Resident)
HAWKSWOOD SCHOOL,
Antlers Hill, London, E 4
See under CHILD CARE.

YORKSHIRE
NATIONAL CHILDREN'S HOME
HILTON GRANGE SCHOOL
Bramhope, near Leeds
(Boarding School for educationally *sub-normal boys and girls* recognised as efficient by the Department of Education and Science)

Required for January 1978 or Easter 1978: a suitably qualified and experienced TEACHER who would undertake general class teaching and who would be able to specialise in WOODWORK and METALWORK. A new well equipped Craft room has been built and the post offers considerable scope to a person with imagination and an understanding of the needs of the children.

The service is fully recognised and pensionable under the Teachers' Superannuation Act. Burnham Scale 1 plus Special School Allowance of £351 per annum.

The successful candidate will be expected to undertake a limited amount of extraneous duties for which repayment will be at the rate of £920 per annum for a weekly average of 15 hours or pro rata for a less number of hours.

The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.

Intending applicants are welcome to visit the school by prior arrangement with the Headmaster (Telephone Arthington 842127).

Application forms and further particulars from the Staffing Secretary, Dept. TS, National Children's Home, 85 Highbury Park, London, N5 1UD.

Independent Schools

Headships

BERKSHIRE
CROOKHAM COURT SCHOOL
Newbury

Applications are invited from suitably qualified teachers for the post of HEADMASTER to commence Summer Term 1978.

Crookham Court is a small, senior boys boarding school situated in 18 acres of land and recognized as efficient by the Department of Education and Science.

Applications to the Principal, sending curriculum vitae and the names and addresses of two referees. Please state subjects offered.

HEAD TEACHER required September 1978 for East Anglian PNEU school; accommodation available; spouse could assist in school or local sixth-form college.—Write with full details to Box TES 3084, The Times, WC1X 8EZ.

Deputy Headships Senior Masters/Mistresses

HAMPSHIRE
WINCHESTER COLLEGE
SECOND MASTERSHIP

Applications are invited for this post, which falls vacant in September, 1979.

Details from the Bursar, Winchester College, Winchester.

Remedial Posts

LONDON, S.W.1.
FRANCIS HOLLAND SCHOOL
39 Graham Terrace
Church of England School,
200 pupils (girls).

Required for January 1978, a trained Junior TEACHER with remedial experience for part-time post.

Apply in writing giving full particulars and the names of two referees to the Headmistress

By Subject Classification

Art and Design

Heads of Department

CUMBRIA
CASTERTON SCHOOL
South Lakeland
(340 girls aged 8-18, mostly boarders)

Required for September, 1978, well qualified person to take charge of the ART DEPARTMENT and to teach the subject throughout the school. Practical knowledge of, and success in, teaching "O" and "A" level Art examinations a definite advantage. Must also be able to teach History of Art at "A" and "O" levels. Some experience of pottery advantageous. If called to interview (January probably) folio of own work will be required. Interest in extra-mural life of boarding school desirable. Burnham Scale according to experience.

Letters of application, together with full details of qualifications and experience and names of two referees should be sent to the Headmaster, Casterton School, Kirkby Lonsdale, Cumbria, LA6 2SG, by 16th December.

Commercial Subjects

LONDON, N.W.3

Experienced, qualified TEACHERS of COMMERCIAL SUBJECTS, including SHORTHAND and TYPEWRITING required for January by well-known Secretarial College in Hampstead. Please telephone or write to the Director of Training, St. Godric's College, 2 Arkwright Road, London, NW3. Tel.: 01-435 9831.

Domestic Subjects

KENT
BEDGEBURY HOLLINGTON AND LILLESDEN
CHURCH EDUCATION CORPORATION LTD

Required in January, well-qualified TEACHER of NEEDLEWORK and DRESSMAKING.

Apply with curriculum vitae, testimonials or names of referees, to the Headmistress, Miss J. M. Nixon, Bedgebury Hollington and Lillesden School, Bedgebury Park, Goudhurst, Kent.
Tel.: Goudhurst 221.

St. James's School
West Malvern

The Council of St. James's School invite applications for the post of

HEAD

from September, 1978.

The School is an independent boarding school for 200 girls aged from 9 to 18.

Salary according to qualifications and experience, in any event in excess of Burnham Scale, with attractive free accommodation.

Applicants should write for details to :—

The Secretary to the Council
The Bursar's Office
St. James's School
West Malvern
Worcestershire

HEADSHIP

The Manor House,

Little Bookham, Surrey

The Governors invite applications for the position of Principal which will become vacant in September 1978. Candidates should be graduates, either married or single and practising Christians.

The Manor House is a Recognised Independent Girls' School with 250 pupils aged from 5 to 17, of whom 40 are boarders. It follows a curriculum to 'O' level.

For further details of this appointment, including salary and allowances, please write to Miss E. Whitechurch, Gabbitas-Thring Services Ltd., 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR.

If you buy anything for your school—first check the advertisements in

THE TIMES
Educational Supplement

INDEPENDENT
continued

Economics

ESSEX
ST JOHN'S SCHOOL,
Billericay

TEACHER required in January to teach ECONOMICS to "A" level, with subsidiary French or English. Post temporary in first instance. Could become permanent in September on Scale 2.

Apply immediately by letter giving curriculum vitae and addresses of 2 referees.

LONDON
LATYMER UPPER SCHOOL
Hammersmith, London, W6 9LR
(Direct Grant going Independent. HMC, 1,100 boys)

Wanted for January or as soon as possible after, a GRADUATE to teach BUSINESS STUDIES, ECONOMICS and POLITICS at Advanced level. Bachelor accommodation would be available in term-time. Applications would be considered from candidates seeking a parttime or temporary appointment.

Apply to the Headmaster with full particulars and names of two referees.

LONDON, W.1

Urgently required a qualified and experienced LECTURER in ECONOMICS for G.C.E. "O" level. Part-time tuition.

Please telephone 629 3544/5, Central G.C.E. Tutorial College, 372/4 Oxford Street, W 1.

English

CHELTENHAM
DEAN CLOSE SCHOOL

ENGLISH SPECIALIST required in September, 1978, at independent (Headmaster a member of H.M.C.) Co-educational School. Applicants should be young and enthusiastic, capable of inspiring interest at all levels up to Oxbridge Entrance, and of entering fully into the life of a mixed boarding school.

For further details write to the Headmaster, Dean Close School, Cheltenham. Applicants should send curriculum vitae and the names of two referees.

DEVON
BLUNDELL'S SCHOOL
Tiverton
Independent boarding. 13-plus to 18
420 boys, Sixth Form girls

A vacancy will arise in April, 1978 (applications for September, 1978, will be considered) for a GRADUATE TEACHER of ENGLISH to join a department of six, and wishing to teach at all levels including Oxbridge Scholarship. A MASTER capable of coaching cricket at top level is also required soon. Total involvement in school life expected.

Applications, with names and addresses of two referees, to the Headmaster, Blundell's School, Tiverton, Devon EX16 4DN.

KENT
ASHFORD SCHOOL
(860 girls 11 to 18)

Required in April GRADUATE to join a strong Department to teach at all levels up to and including Advanced level. Permanent appointment or temporary for one term.

Burnham Scale, apply to the Headmistress with full curriculum vitae and names of two referees.

KENT
ST. MARY'S CONVENT
Ravenlea Road, Folkestone, Kent
(Recognised. Independent 330 pupils)

Required for January, 1978: GRADUATE with some teaching *experience for ENGLISH to "A" level.*

R.C. with Religious Certificate. An interest in drama an added recommendation.

SUFFOLK
IPSWICH SCHOOL
H.M.C., Independent

DEPUTY HEAD of ENGLISH and DRAMA required for September, 1978, to teach to S level. Candidates should have taught for at least three years but be under 30. Help with games and activities a recommendation.

Salary Burnham plus £156, scale depending on qualifications and experience.

Apply with curriculum vitae and names of two referees by December 1st to Headmaster, Ipswich School, Suffolk IP1 3SG.

SUSSEX
BRAMBLETYE SCHOOL
East Grinstead

Required in January, 1978, young qualified TEACHER to take ENGLISH and GENERAL SUBJECTS (including Science) in second-year classes (nine-year-olds). Applicant should be an enthusiast, willing to play his/her part in thriving extra curricular activities. Ability to help with games an advantage but not essential. Accommodation available.

Please apply with curriculum vitae to Headmaster, Brambletye School, East Grinstead, Sussex RH19 3PD.

Geography

Heads of Department

BRADFORD
BRADFORD GRAMMAR SCHOOL
Bradford BD9 4JP

There will be a vacancy in April 1978, owing to promotion, for a HEAD of GEOGRAPHY Department. The department has 80 boys studying for "A" level and has a good record in open scholarship work. It is equipped with new Sixth Form Laboratories. Salary Burnham Scale 3 or 4, according to qualifications and experience.

Applications with curriculum vitae and names of two referees should be sent to the Headmaster as soon as possible.

Other Assistants

BRECON
CHRIST COLLEGE

Required for September, a GRADUATE to teach GEOGRAPHY to "A" level. Accommodation available for a bachelor.

Apply to Headmaster, from whom further details may be obtained.

READING (near)
THE ORATORY SCHOOL
Woodcote

Required for January or September, a GRADUATE to teach GEOGRAPHY to all levels up to and including university entrance.

Salary Burnham plus.

Applications, enclosing a curriculum vitae, to the Headmaster.

History

Heads of Department

OXFORD
ST. EDWARD'S SCHOOL

Applications are invited for the post of HEAD of the HISTORY DEPARTMENT, which will become vacant in September, 1978.

Forms may be obtained from the Warden, St. Edward's School, Oxford, OX2 7NN.

Other Assistants

LONDON, N.W.3
UNIVERSITY COLLEGE SCHOOL
Hampstead

An ASSISTANT HISTORY TEACHER is required in September, 1978, to replace the present occupant of the post who is moving to a Headship. Teaching at all levels, including sixth form work up to scholarship standard. Past experience, sound knowledge of 16th century history and a willingness to participate actively in school games would be strong factors in deciding the appointment.

Applications with full curriculum vitae and the names of two referees to the Head Master, *University College School, Frognal,* London NW3 6XH, as soon as possible.

LONDON, S.W.1

WESTMINSTER SCHOOL

Required for September, 1978, a young man or woman to teach HISTORY at all levels of the school, with possibility of promotion to Head of Department for a suitably qualified candidate, in due course.

Further details of the post and conditions of service may be obtained from the Head Master, 17 Dean's Yard, London, S.W.1, to whom applications should be sent.

Mathematics

Heads of Department

HEREFORD AND WORCESTER
KING'S SCHOOL
Worcester
HEAD OF MATHEMATICS DEPARTMENT

Required in September, 1978, a well-qualified and experienced GRADUATE to take charge of this large department. Ability to teach up to University Scholarship standard essential.

Applications, with curriculum vitae and names of referees, should be sent to the Headmaster, King's School, Worcester, from whom full particulars of the post can be obtained.

Other Assistants

DEVON
BLUNDELL'S SCHOOL
Tiverton
Independent boarding, 13-plus to 18
420 boys, Sixth Form girls

Vacancies will arise in the MATHEMATICS Department for September, 1978, and again for September, 1979, due to retirement. All members teach from top to bottom of G.C.E. and at least one must be able to teach to Cambridge scholarship level. A MASTER able to coach cricket at top level is also required in the next 18 months.

Applications from graduate teachers only, with names and addresses of two referees, to the Headmaster, Blundell's School, Tiverton, Devon EX16 4DN.

HEREFORD AND WORCESTER
KING'S SCHOOL
Worcester
MATHEMATICS AND COMPUTER STUDIES

Required in September, 1978 a Graduate to teach MATHEMATICS up to "A" level and to be responsible for the teaching of an "A" level course in COMPUTER STUDIES.

Applications, with curriculum vitae and names of referees, should be sent to the Headmaster, King's School, Worcester, from whom full particulars of the post can be obtained.

LONDON, S.W.1

WESTMINSTER SCHOOL

Required for September, 1978, a young man or woman to teach MATHEMATICS at all levels of the school.

Further details of the post and conditions of service may be obtained from the Head Master, 17 Dean's Yard, London, S.W.1, to whom applications should be sent.

NORTHAMPTON
QUINTON HOUSE SCHOOL
(Independent day and boarding school. Girls 4-17; Boys 4-13)

A confident, enthusiastic TEACHER of "O" Level MATHEMATICS is required. The post could be full or part time.

Very pleasant conditions. Accommodation from Monday to Friday is available if required.

Apply in writing with curriculum vitae and the names of two referees to The Headmaster, Quinton House School, Northampton NN5 6UX.

Modern Languages

Heads of Department

DEVON
GRENVILLE COLLEGE

Required for April, 1978: HEAD of MODERN LANGUAGES DEPARTMENT. Following a retirement, applications are invited from well-qualified graduates with appropriate experience.

French and German are the languages preferred. This would be a *suitable post for an able man in* his twenties or thirties who is looking for greater responsibility. The ability to help in the coaching of a major sport would be a recommendation. Accommodation and full board could be provided for a bachelor prepared to act as an Assistant House Master in this Woodard boarding school of about 350 boys aged eleven to eighteen.

Burnham Scale, responsibility allowance; Government Superannuation scheme applies.

Applications with curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Headmaster, Grenville College, Bideford, North Devon.

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22

Required for September, 1978:
A HEAD of the FRENCH Department to replace the present holder of the post on her retirement. Applicants should be capable of organizing and teaching French throughout the School to Advanced and Scholarship levels. This is a post of responsibility carrying a high salary for an applicant with excellent academic qualifications and experience. Salary, Burnham Scale with Inner London Allowance and Government Superannuation.

Apply in writing to the Head-Mistress giving full particulars, copies of two testimonials and the names of two referees.

Other Assistants

BRECON
CHRIST COLLEGE

Required for September, a GRADUATE to teach FRENCH to "A" level and ENGLISH to junior forms. Accommodation available for a bachelor.

Apply to Headmaster, from whom further details may be obtained.

EAST SUSSEX
ST. LEONARDS-MAYFIELD SCHOOL, TN20 6PH

Temporary—one term only. Required January, 1978, full or part-time TEACHER of GERMAN to "O" and "A" level, spring term *only. Possible Russian subsidiary.*

Apply with names of two referees and curriculum vitae to the Headmistress.

ESSEX

Qualified TEACHER required April in well-established co-educational day school of 160 pupils to take FRENCH to "O" level and some Junior School English.

Candidates would be required to make a positive contribution to the academic and pastoral life of the School.

Scale 1 post. Burnham salary, plus London Weighting Allowance.

Application to Headmaster, Raphael School Trust, 33 Junction Road, Romford, Essex RM1 3QS.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE

Required for April or September 1978 good honours GRADUATE qualified to teach FRENCH throughout the school to "A" level and Oxford and Cambridge Entrance Scholarship standard. Well equipped language rooms with 16 booth language laboratory and A/V rooms.

Burnham salary, Government Superannuation.

Apply Principal, giving curriculum vitae and two referees.

HEREFORD
HEREFORD CATHEDRAL SCHOOL

A GRADUATE to teach FRENCH and GERMAN throughout the School from April or September. Burnham Scale 1.

Applicants are invited to write to the Headmaster giving details of qualifications and names of two referees.

KENT
BENENDEN SCHOOL
Cranbrook
(Independent: 330 girls 13 to 18)

Required in April, 1978, a GRADUATE to teach FRENCH and SPANISH, both up to University Entrance level.

Burnham Scale and Government superannuation. Non-resident, but accommodation can be provided.

Apply with full particulars and names of two referees, to the Headmistress.

KENT
CANNOCK SCHOOL
Chelsfield, nr Orpington

For January, 1978, a qualified TEACHER to teach FRENCH to "O" level. An interest in music, with ability to play the piano, and or ability to help with boys' games, would be a strong recommendation. Accommodation in return for limited boarding house duties. Burnham scale.

Please apply to Headmaster with curriculum vitae and names of two referees.

KENT

SEVENOAKS SCHOOL
(900 pupils)

Required for the year beginning September 1978 an UNDERGRADUATE or a young GRADUATE to act as an ENGLISH LECTEUR and to supervise, in France, the school's Link Scheme with St. Martin de France at Pontoise.

Full details can be obtained on application to the Headmaster.

NORFOLK

NORWICH SCHOOL

GRADUATE TEACHER of GERMAN required for September (or possibly January), 1978, preferably with French as a second language, to teach German to university scholarship level. The department is a thriving one and there is a well-established exchange with a German school. Help with games, etc., particularly rugby and hockey, an added recommendation.

Salary, Burnham, according to qualifications and experience. Accommodation may be available.

Apply (enclosing brief curriculum vitae and the names of two referees) to the Headmaster, Norwich School, The Close, Norwich NR1 4DQ.

Music

Heads of Department

WARWICKSHIRE
THE KINGSLEY SCHOOL
Leamington Spa
Independent day and boarding school

Required for April or September, 1978, HEAD of MUSIC to teach the subject up to G.C.E. Advanced level.

Burnham Scale, Government Superannuation.

Apply in writing with details of qualifications and experience, together with the names of two referees, to the Headmistress.

Other Assistants

BERKSHIRE
QUEEN ANNE'S SCHOOL
Caversham, Reading

Required in April or September, 1978, a qualified TEACHER to join a flourishing MUSIC DEPARTMENT and to take charge of Chapel Music. The post would include training two choirs and a choral society and sharing organ-playing as well as teaching class-singing, Junior Class Music and individual piano pupils. The ability to teach the oboe would be an advantage. The post could be resident or non-resident. Burnham Scale with Government Superannuation.

Letters of application, together with copies of curriculum vitae and names and addresses of at least two referees, should be sent to the Headmistress.

ESSEX
FELSTED SCHOOL

A VIOLIN TEACHER is required in January, 1978, to teach five hours per week, mainly in the Junior School. There is the possibility of advanced teaching in the Senior School for a suitable candidate.

Applications to R. A. Lawrence, Director of Music, Felsted School, Dunmow, Essex.

SUFFOLK
IPSWICH SCHOOL
(H.M.C., Independent)

The MUSIC DEPARTMENT (Director from January, 1978: Clive Harries) will have two vacancies: one in May, 1978, and one in September, for GRADUATE MUSICIANS to teach to "A" level. It is hoped to appoint one whose first instrument is the violin and another the French horn or a woodwind instrument. Basic keyboard skills essential and a readiness to be involved with games and/or other aspects of school life. These posts would suit beginners, certainly applicants should be under 35.

Salary Burnham plus £156 p.a.

Apply immediately with curriculum vitae and names of two referees to the Headmaster, Ipswich School, IP1 3SG.

Pastoral

BERKSHIRE

HOUSEMASTER required in September, 1978, for 75 boarders, boys 11-18. Position requires special interest in pastoral care and boarding administration. Should be able to teach one or more subjects to at least "O" level.

Appropriate Burnham Scale. Flat accommodation suitable for single or married person.

Full details and application forms from Headmaster, Reading Blue Coat School, Sonning-on-Thames, Berks. RG4 0SU.

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury OX15 5QL
Coeducational (boarding school: 360 pupils)

Required for January or as soon as possible ASSISTANT HOUSEMISTRESS for residential house of 40 girls, ages 11 to 16, to teach FRENCH and another subject.

Scale 2 or equivalent, according to qualifications.

Applications, with curriculum vitae and two referees, to the Headmaster.

SUSSEX

ASSISTANT RESIDENT MATRON required until July, 1978, possibility of permanency. Girls' Public Boarding School. Would suit young teacher seeking experience of girls aged 10-16. Sixth Form housed separately. Apply with references to Headmistress, Battle Abbey, Sussex.

WORCESTER
THE ALICE OTTLEY SCHOOL

Required for April, 1978:
(1) HOUSE MISTRESS for the Middle School House of 30 girls between the ages of 13 and 15.
The post is non-teaching but could be combined with some part-time teaching (please state subjects).
(2) MATRON for the Junior Boarding House of 20 girls between the ages of eight and 13. General supervisory duties, there is a separate Sick Bay.

Please apply to the Headmistress, giving full particulars of education, experience, etc., and the names and addresses of two referees.

Physical Education

LONDON, SE21
DULWICH COLLEGE
London SE21 7LD

Required for September 1978 a TEACHER to work within the Physical Education Department, to have particular interest in Gymnasium and Sports Hallwork and to take charge of FENCING. It is usual for P.E. staff to do a small amount of classroom teaching in a subsidiary subject.

Dulwich has its own salary scales and from time to time accommodation becomes available on the College Estates.

Applications, including curriculum vitae and the names and addresses of at least two referees, should be sent to The Master as soon as possible.

Religious Education

LONDON
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex
HA8 7RJ
(Independent School—formerly Direct Grant—830 pupils)

Required for April or September, 1978, a well qualified GRADUATE, preferably, but not necessarily, with some experience, to share the teaching of RELIGIOUS EDUCATION throughout the School to University entrance standard in a department of three.

Application by letter to the Head Mistress giving names of two referees. Salary scale to be dependent on experience and qualifications.

Science

Heads of Department

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset
BA10 0NT
(100 in Sixth Forms)

Required in September, 1978, HEAD of PHYSICS Department.

Enquiries and applications to the Headmistress.

Other Assistants

BRISTOL BS8 3NG
AVONHURST SCHOOL
Clifton Down

Required in January, qualified person to teach PHYSICS to "A" level. Willingness to assist with extra-curricular activities (e.g. C.C.F.) an advantage. Non-resident post. Burnham Scale with superannuation.

Apply to the Headmaster with details of two referees.

CUMBRIA
FRIENDS SCHOOL
Wigton, Cumbria CA7 9BG
(Co-educational boarding and day school; 300 pupils; on fringe of Lake District National Park)

Required in January 1978, temporary, possibly permanent, resident TEACHER of PHYSICS to "A" level, "O" level and C.S.E.

Accommodation available for single or married staff at nominal charge.

Responsible position in boarding house for suitable applicant.

Own salary scale above Burnham.

Apply to the Headmaster, giving curriculum vitae and the names of two referees.

KENT
BEDGEBURY HOLLINGTON AND LILLESDEN
CHURCH EDUCATION CORPORATION LTD

Required in January, qualified *GRADUATE TEACHER of BIOLOGY* to Advanced level.

Apply with curriculum vitae, testimonials or names of referees to the Headmistress, Miss J. M. Nixon, Bedgebury Hollington and Lillesden School, Bedgebury Park, Goudhurst, Kent.

Telephone: Goudhurst 221.

LONDON
TOWN AND COUNTRY SCHOOL
38-40 Eton Avenue, London, N.W.3

Required for January, 1978: Part-time SCIENCE TEACHER to teach BIOLOGY, CHEMISTRY and PHYSICS to "O" and "A" level. Should be Graduate.

Applications in writing, please, to Dr. E. Paul.

LONDON, N.W.3
SOUTH HAMPSTEAD HIGH SCHOOL
G.P.D.S.T.
3 Maresfield Gardens
(475 pupils, 140 in Sixth Form, former Direct Grant, becoming independent)

Wanted for April, 1978, well qualified GRADUATE to teach CHEMISTRY throughout school up to and including university scholarship level. Large Sixth Form Science groups and the school has a new laboratory block.

Apply in writing to Headmistress enclosing testimonials if possible and giving names of two referees.

BIOLOGY/HUMAN BIOLOGY—Experienced Teacher required for Spring Term, 1978. Preferably resident. Small Independent Boys' School in Sussex. For details write Box TES 3085, The Times, WC1X 8EZ, enclosing curriculum vitae.

Other than by Subject Classification

BOURNEMOUTH
PORTA VIA HOUSE COLLEGIATE

Required for January, 1978:
Qualified, enthusiastic able TEACHERS of:
(a) PHYSICS-MATHS (preferably up to "A" level).
(b) ENGLISH-HISTORY (min. "O" level) with Music if possible.

Non-residential, congenial atmosphere, small classes.

Application form from: The Principal, Porta Via House Collegiate, 54 Portchester Road, Bournemouth, BH8 8JZ.

CAMBRIDGE
THE PERSE SCHOOL
(H.M.C., G.B.A.)

A GRADUATE will be required in September 1978 to share in the teaching of FRENCH and ENGLISH to Scholarship standard.

Applicants should write to the Headmaster, The Perse School, Hills Road, Cambridge, giving full particulars of qualifications, experience and referees. Candidates should also give particulars of what contribution they are able and willing to offer to games and out-of-school activities.

This is a non-resident post.

Salary: Burnham Scale, according to experience and qualifications.

CHANNEL ISLANDS

Residential DIRECTOR OF STUDIES

See under "Colleges of Further Education".

KENT
UNIVERSITY SCHOOL
Hexley, Kent

requires in January, 1978, a qualified and experienced TEACHER to take charge of either HISTORY or GEOGRAPHY up to "O" level, coupled with some ENGLISH teaching. Salary Burnham Scale 1.

Application with name of two referees to The Headmaster at the School.

LONDON
IBSTOCK PLACE SCHOOL
Clarence Lane, London, S.W.15

Required in January, 1978, part-time or full-time TEACHER(s) of MATHS, PHYSICS, SCIENCE to O level (London University) at this co-educational day and boarding school.

Burnham Scale.

Applications in writing with curriculum vitae, testimonials and two referees to Headmaster.

LONDON, S.E.12
RIVERSTON SCHOOL
Eltham Road, Lee, S.E.12
Telephone: 01-852 1261
(500 boys and girls)

Required for January, 1978, experienced TEACHER for Infants.

Apply to the Principal giving qualifications, supporting documents and references.

NORFOLK

NORWICH SCHOOL

Required in January, 1978: Part-time PHYSICS TEACHER to teach 16 periods a week, some at sixth-form level.

For two terms only, a teacher of German, preferably with French as a second language.

For one term only, a teacher of English to "O" and possibly "A" levels.

Willingness to help with games an added recommendation.

Salary: Burnham, according to qualifications and experience.

Apply (enclosing brief curriculum vitae and names of two referees) to the Head Master, Norwich School, The Close, Norwich NR1 4DQ.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
Guildford Road, Chertsey
(420 girls)

Required for Spring Term only, two TEACHERS, preferably graduates, to teach GEOGRAPHY and MATHEMATICS throughout the school to "O" and "A" level.

Telephone: Chertsey 62161.

WILTSHIRE

Keen, dedicated, enthusiastic, general subjects Secondary TEACHER required for January, 1978.

Please apply: The Principal, Grittleton House School, Grittleton, Near Chippenham, Wiltshire.

WINCHESTER
ST SWITHUN'S (JUNIOR SCHOOL)
Winchester

Required in the summer term 1978—a full-time member of staff to teach GENERAL SUBJECTS (girls aged 8 to 9 years) and to be responsible for the teaching of Art and Craft (8 to 11 years).

Applications to the Headmistress, in writing, with details of qualifications, experience, etc., and the names of three referees.

F.I.S.—Vacancies in good independent schools. Details foolscap s.a.e. to Staff Dept., [illegible] Campden Hill Gardens, London, W.8.

REQUIRED January, 1978, for small Boarding School, conscientious, qualified teacher Maths/Science, male/female. Burnham Scale less self-contained flat.—Apply Headmaster, Ellingham Hall, Chathill, Northumberland.

REQUIRED January, enthusiastic and energetic Master to teach Mathematics and Geography both to Common Entrance level but both to groups with reading difficulties. Must accept usual share of residential duties.—Write Box TES 3095, The Times WC1X 8EZ.

WANTED upper Infant-Lower Junior Teacher with an interest in nationalities and/or music. Independent school, South West England. Box Number TES [illegible], The Times WC1X 8EZ.

Preparatory Schools

By Subject Classification

Classics

Heads of Department

OXFORD
SUMMER FIELDS
HEAD OF CLASSICS

The post of HEAD of CLASSICS (Latin and Greek) falls vacant in September 1978 on the retirement after well over thirty years of the present master. An experienced, well qualified Classic is required to fill this important post. Summer Fields has a long record of scholarship successes at the major Public Schools, and the successful applicant must have considerable experience in this field as well as with Common Entrance work. A keen games player would be an asset though not essential, but extra curricular involvement will be required.

Married accommodation—including the possibility of a housemastership—is available and salary is above Burnham.

Please write with full curriculum vitae and names of two referees to the Headmaster, Summer Fields, Oxford.

Other Assistants

SURREY

Required in January, qualified TEACHER to take LATIN and SCRIPTURE to C.E./P.S.S. level in I.A.P.S. boys Day Prep. School. Salary Burnham scale.

Apply with all relevant details and names of two referees to the Headmaster, Nower Lodge School, Dorking, Surrey.

English

BUCKINGHAMSHIRE
AKELEY WOOD SCHOOL
Buckingham
(Co-educational)

Required in January:
A qualified TEACHER to teach ENGLISH to C. Entrance and "O" levels in small classes. Salary according to Burnham Scale. Ministry Superannuation. Residential accommodation available if required.

Apply in writing to the Headmaster, including full curriculum vitae and the names of two referees.

History

DERBYSHIRE

TEACHER required in January to teach HISTORY to C.E. and P.S.S., with some Middle School ENGLISH.

Resident bachelor accommodation available, salary Burnham, Government Superannuation.

Apply with full details to the Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire, giving names and telephone numbers of two referees.

Mathematics

Heads of Department

LONDON
ST PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road,
London SW13 9JT

The post of HEAD of the MATHEMATICS DEPARTMENT will become vacant in April or September 1978. Applicants should be capable of teaching mathematics at all levels up to Public School scholarship, organizing the work of the department, and co-ordinating teaching with the Head of Maths at St. Paul's. Ability to coach games desirable.

This post carries a special responsibility allowance in addition to the school's normal salary scale. Free education is available for the children of established members of staff at Colet Court, St. Paul's School or St. Paul's Girls' School.

Applications, with full curriculum vitae and the names of two referees, to the Headmaster.

Modern Languages

Heads of Department

OXFORD
SUMMER FIELDS
HEAD of FRENCH

The post of HEAD of FRENCH falls vacant in September, 1978, on the retirement after thirty years of the present master. An experienced, well qualified LINGUIST is required to fill this important post.

Summer Fields has a long record of scholarship successes at the major Public Schools, and the successful applicant must have considerable experience in this field as well as with Common Entrance work. A keen games player would be an asset though not essential, but extra curricular involvement will be required.

Married accommodation—including the possibility of a housemastership—is available and salary is above Burnham.

Please write with full curriculum vitae and names of two referees to the Headmaster, Summer Fields, Oxford.

PREPARATORY
continued

Science

LONDON, W.5

Common Entrance Science. Boys' Preparatory School requires SCIENCE TEACHER two days a week commencing January, 1978. Suit Ph.D. student or married woman.

Please apply to the Secretary, Hamilton House School, 9 Florence Road, Ealing, W.5. Telephone: 01-567 1294.

Other than by Subject Classification

BERKSHIRE
HORRIS HILL
Newbury

Required in September 1978 a GRADUATE or qualified TEACHER for FRENCH and/or LATIN, to Common Entrance level and preferably beyond. The applicant should be a keen games player, able to coach soccer and/or cricket, and would be required to take part in extra curricular activities. Single accommodation available.

Apply with full curriculum vitae and the names of two referees to The Headmaster, Horris Hill, Newtown, Newbury, Berkshire.

KENT

Required in January or April, a young TEACHER to teach LATIN and SCRIPTURE and help with games in I.A.P.S. school. Burnham Scale.

Joslon, Grenham House, Birchington-on-Sea.

SURREY

January vacancy in Boys' Prep school for qualified MASTER to teach ENGLISH to PSB, and junior LATIN (other subjects an advantage) games essential, full duties; single accommodation available; Burnham Salary Scale.

Please apply in writing to the Headmaster, Ferndon School, Haslemere, Surrey.

JAN. 1978. Experienced Teacher & one Assistant required for 4/5 yr. olds. Mornings only. Falkner House, 19 Brechin Place, S.W.7. 01-373 4501.

MASTER required for Maths (8-10 years) and all Games. Non-resident post in I.A.P.S. boys' day prep. school.—Apply Headmaster, Long Close School, Upton Court Road, Slough, Berks.

Colleges of Further Education

Directors and Principals

BROMLEY
(London Borough of)
BROMLEY COLLEGE OF TECHNOLOGY
VICE-PRINCIPAL
(Group 6)

Applications are invited from graduates with teaching and senior managerial experience in Further Education.

Salary in the Group 6 range plus outer area London allowance.

It is hoped that the successful applicant will be able to take up post at the beginning of the Summer Term, 1978.

Details and application forms may be obtained from the Clerk to the Governors, Bromley College of Technology, Rookery Lane, Bromley, Kent BR2 8HE, to whom applications should be returned within 14 days of the appearance of this advertisement.

CAMBRIDGESHIRE
HUNTINGDON TECHNICAL COLLEGE
California Road, Huntingdon, Cambs.
Telephone: Huntingdon 52346

Applications are invited for VICE PRINCIPAL of this Group 4 College to commence 1st May, 1978.

Forms and further particulars from the Principal at the College.

Closing date for completed applications: 31st December, 1977.

OXFORD
ST. ALDATES COLLEGE
Co-educational College specializing in "A" level studies.

Applications are invited for the appointment of PRINCIPAL for this Independent College of Further Education consisting of some 240 students together with 35 full-time and 11 part-time teaching staff.

Applicants should be graduates preferably with previous experience in a similar post.

Salary commensurate with qualifications and experience.

Applications with curriculum vitae should be sent to the Director, St. Aldates College, Rose Place, Oxford.

ST. JOHNS BEAUMONT
OLD WINDSOR, BERKS

The Governors of Stonyhurst College invite applicants for

JOINT HEADSHIP

at their South of England Preparatory School. This appointment is part of the plans for the future of their Preparatory Schools.

The appointment will be from September, 1978.

St Johns is an IAPS School for Catholic boys with 110 boarders and 36 day boys.

Applicants must be practising Roman Catholics.

They should write to the Clerk of the Governors, Stonyhurst College, Nr. Blackburn, Lancs, BB6 9PZ, by 2nd December, 1977, enclosing a Curriculum Vitae and the names of three referees.

North Nottinghamshire College of Further Education
Carlton Road, Worksop, Nottinghamshire S81 7HP

Applications are invited for the following post to be filled as soon as possible and not later than 1st May, 1978:

HEAD OF DEPARTMENT OF LIBERAL ARTS AND CRAFTS

GRADE IV

The Department offers a wide range of courses in Adult Education, Food, Fashion, Art, Liberal Studies and Physical Education. It also has a large commitment to the further education of handicapped school-leavers. Candidates should have a degree and appropriate teaching and management experience.

Salary: Burnham F.E. Head of Department Grade IV £6,756 to £7,632, plus supplements of £312 and £180 per annum.

Further details and application forms are available from the Chief Administrative Officer at the College (Telephone: Worksop 3561.)
Closing date 7th December, 1977.

Nottinghamshire
County Council
County Hall West Bridgford
Nottingham NG2 7QP

Heads of Department

LEICESTERSHIRE
COALVILLE TECHNICAL COLLEGE

A vacancy exists for the HEAD of DEPARTMENT of ENGINEERING (Group IV).

The department offers courses in mechanical engineering, automotive engineering and building. Candidates who possess a degree and professional qualifications should have had wide experience in further education and industry.

Applicants will be expected to take up duties on April 1, 1978.

Further details may be obtained from the Principal, Coalville Technical College, Bridge Road, Coalville, Leicester LE6 2QR.

WIGAN
(Metropolitan Borough of)
WIGAN [illegible] COLLEGE OF TECHNOLOGY
HEAD OF DEPARTMENT
GRADE IV MECHANICAL AND PRODUCTION ENGINEERING

Applications are invited for this post which becomes vacant on 1st January, 1978. This is a large department in which the work ranges from craft to Higher National Certificate level.

Salary £6,756-£7,632 plus £312 plus £180.

Further particulars and application forms from the Chief Administrative Officer, Parson's Walk, Wigan WN1 1RR, within 14 days of the advertisement.

Other Appointments

BARKING
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY

(1) LECTURER, Grade 1—required to teach MECHANICAL ENGINEERING CRAFT and TECHNICIAN course students. Applicants must have had considerable practical industrial experience with minimum qualifications of City and Guilds Full Technological Certificate coupled with a particular interest in the practical side of engineering education and training. He/she should also be able to teach the associated theory subjects.

(2) LECTURER, Grade 1 (temporary full-time post)—required to teach City and Guilds BAKERY subjects for the period January 4, 1978, to March 17, 1978. Applicants should have suitable qualifications and industrial experience. Teaching experience and/or training desirable.

Both posts Burnham Scale—£2,469 to £4,377 plus £402 London Addition plus Supplements.

Requests for application forms and further details—PLEASE SPECIFY POST—should be accompanied by a stamped addressed envelope and sent to The Registrar, Barking College of Technology, Dagenham Road, Romford, Essex RM7 0XU. Completed forms to be returned to him within 14 days of this notice.

BEDFORDSHIRE
EDUCATION SERVICE
DUNSTABLE COLLEGE
DEPARTMENT OF BUSINESS AND GENERAL STUDIES

Wanted from January 1, 1978, or as soon as possible, LECTURER Grade I to teach OFFICE SKILLS. Applicants should have recent office experience and RSA Teachers' Certificate or equivalent in Shorthand and Typewriting. Salary within scale £2,913 to £4,869.

Further details from Principal, Dunstable College, Kingsway, Dunstable, Bedfordshire, to whom completed applications should be returned not later than December 9, 1977.

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
LECTURER I IN SECRETARIAL STUDIES

Applications are invited for the above post commencing on January 1, 1978, or as soon as possible thereafter.

Applicants should be able to teach both SHORTHAND and TYPEWRITING, and a willingness to offer OFFICE ORGANISATION in addition would be an advantage. A teaching qualification and secretarial experience are preferred, but previous teaching experience is not essential.

Salary Scale: £3,065 to £5,019, including supplements and London fringe allowance.

Berkshire has a scheme for assisting with removal expenses.

Further information and application forms from: The Principal, Langley College of Further Education, Station Road, Langley, Slough (telephone Slough [illegible]). Please enclose a stamped, addressed foolscap envelope. Closing date: November 29, 1977.

CAMBRIDGESHIRE
COLLEGE OF ARTS AND TECHNOLOGY
LECTURER in GENERAL and COMMUNICATION STUDIES

Required from 1 January, 1978, to teach vocational students. Candidates should be graduates, preferably with teaching qualifications and experience.

Salary £2,913-£4,869, starting point depends on qualifications and experience.

Please 'phone for details (Cambridge 63271, Ext 74) and return forms at once to Head of English & General Studies, CCAT, Cambridge CB1 2AJ.

CHANNEL ISLANDS
DIRECTOR OF STUDIES

A small independent residential college of further education providing English and mainly general education studies—for overseas students—wishes to appoint a Director of Studies by January 1 if possible.

Preferably, candidates should be mature in outlook with a belief in good standards of social and academic discipline and be over 40 years of age. The position might be of interest to somebody who is retired.

The work will be challenging and demanding but full of interest and, if successful, satisfying.

A joint post is envisaged so it would be helpful if the wife/husband could offer tutorial, social welfare or other services. A single applicant will be considered.

Full residential facilities are provided. The college is centred on a good class hotel in pleasant surroundings. The tutorial facilities are in an adjoining annexe.

Please give details of age, qualifications, experience, subjects and/or services offered and when available in confidence to Box TES 5092, The Times WC1X 8EZ.

CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
Kingsway, Widnes, Cheshire WA8 7QQ

Department of Community SERVICES, FOOD & FASHION

LECTURER I. To be responsible for education at Daresbury Spastics Centre, including close co-operation with Centre staff and organization of part-time teaching. Work experience with severely physically handicapped people desirable and potential to develop the existing remedial curriculum.

Application forms, to be returned as soon as possible, and further particulars from the college (S.A.E.).

CLEVELAND
EDUCATION COMMITTEE
CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the post of LECTURER One in WOOD TRADES, duties to commence as soon as possible.

The successful candidate will be required to teach to the Advanced Craft Certificate level in Carpentry and Joinery and assist with Industrial Training courses.

Candidates should possess appropriate qualifications and have suitable industrial experience, together with, if possible, technical teacher training.

Further details and application forms are available by applying in writing only to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

CLEVELAND
EDUCATION COMMITTEE
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal: G. C. Doran, B.Sc., M.Inst.M.C., Cert.Ed.

DEPARTMENT OF GENERAL EDUCATION AND COMMUNITY STUDIES
LECTURER I

Applications are invited for the above post with duties to commence in January 1978 or as soon as possible thereafter.

The successful applicant will teach Liberal Studies on Craft and Technician Education Council courses.

An interest in developing programmes for the less able and unemployed school leaver would be an advantage.

Further particulars and application forms are available from the Principal, College of Further Education, Stockton Street, Hartlepool, Cleveland, to whom completed application forms must be returned within 14 days of the appearance of this advertisement.

CLEVELAND
CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the post of LECTURER one/LIBERAL STUDIES, duties to commence as soon as possible.

The successful applicant will be expected to contribute to the Liberal Studies servicing work throughout the College at Craft and Technician levels.

Candidates should possess appropriate qualifications and experience. Further details and application forms are available by applying in writing only to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland, TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

DEVON
EDUCATION COMMITTEE
NORTH DEVON COLLEGE
Principal, G. F. Bird, J.P., M.A., M.B.I.M.

Applications are invited for the post of LECTURER Grade II in FOOD SERVICE and RELATED SUBJECTS in the Department of Food and Fashion to date from January 1. Applications would also be considered for a temporary appointment.

The successful applicant will be required to teach Food Service and related subjects to students following City and Guilds, O.N.D. and short courses. The post involves responsibility for the organization of the first year training restaurant, the development of new courses and probably for the care of female students.

The Department has expanded rapidly over the past decade and now has 200 full-time students, more than three quarters of whom are female, and a range of part-time courses.

The salary scale is £3,744 to £5,980. There are no forms and letters of application should be sent to the Principal, Barnstaple, as soon as possible.

EAST SUSSEX
BRIGHTON TECHNICAL COLLEGE
FACULTY OF COMMERCE

LECTURER II with appropriate qualifications and industrial/commercial experience to assist in the development and organization of a Small Business Unit. This is a new post and it is hoped to appoint from January, 1978, or as soon as possible thereafter.

Relocation grants in approved cases.

Details from Principal, Brighton Technical College, Pelham Street, Brighton, Sussex BN1 4FA. Tel.: (0273) 685971. Closing date: 8th December, 1977.

EAST SUSSEX
LEWES TECHNICAL COLLEGE

LECTURER II in charge of the Preliminary Residential Care Courses. Qualifications and experience in teaching in Further Education and/or Social Work are required.

Application forms from The Principal, Lewes Technical College, Mountfield Road, Lewes, Sussex. Tel.: Lewes 6121.

ESSEX
BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon SS16 5NN
Tel.: Basildon 27202
DEPARTMENT OF BUSINESS STUDIES

LECTURER I required for January 1 or May 1, 1978, to teach at least two of the following: Accounts, Book-keeping, Commerce, Computer Studies, Economics or Statistics. Degree or equivalent professional qualifications desirable. Teacher training and/or business experience an advantage.

Salary scale £2,913 to £4,869 per annum (+ £150 London Allowance). Rented accommodation may be available from Basildon Development Corporation.

Application form, to be returned by December 9, and further details from the Principal.

ESSEX
BRAINTREE COLLEGE OF FURTHER EDUCATION
Church Lane, Braintree, CM7 5SN
Tel.: Braintree 21711
TECHNOLOGY DEPARTMENT

LECTURER I in ELECTRICAL INSTALLATION (male/female) required as soon as possible to teach Theory Practice on C. & G. Electrical Installation Course, C. & G. 236 and other electrical principles practice courses, O.N.C., C. & G. Foundation full-time Engineering, Technician Craft and M. V. Courses.

Full Technological Cert. and considerable practical experience desirable. Teaching experience, possession of Cert. Ed. and ability to teach Mechanical Craft Subjects an advantage.

Salary Scale: £2,913 to £4,869 per annum.

Application form, to be returned by December 9, and further details from the Principal.

HAMPSHIRE
SOUTHAMPTON TECHNICAL COLLEGE

Applications are invited for the following post:—

DEPARTMENT OF FOOD AND DOMESTIC TRADES

Post number 407. LECTURER Grade II, in FOOD SERVICE is required for 1st January, 1978, to teach O.N.D. and C.G.L.I. courses.

Application forms and further details from the Principal, Southampton Technical College, St. Mary Street, Southampton SO9 4WX (enclosing foolscap S.A.E.), to whom the completed forms should be returned within 14 days of this advertisement.

HARROW
COLLEGE OF FURTHER EDUCATION
Uxbridge Road, Hatch End, HA5 4EA
Tel.: 428 0121
LECTURER II—
AREA COORDINATOR
DEPARTMENT OF ADULT STUDIES

A lively, energetic person is needed to take responsibility for the organisation and administration of adult education in an area of the Borough of Harrow within the framework of the Department of Adult Studies.

Applications and further particulars for the above should be made to the Principal's Secretary. Closing date 9 December, 1977.

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
SCHOOL OF TECHNOLOGY

Applications are invited for the following posts:

Required immediately:

(1) LECTURER Grade I to teach MOTOR VEHICLE TECHNOLOGY work in C.G.L.I. craft and technician courses. The ability to offer light and/or heavy vehicle technology theory and practice in C.G.L.I. and R.T.I.T.B. courses would be an advantage.

(2) LECTURER Grade I to teach WELDING THEORY and PRACTICE and associated studies in C.G.L.I. Welding Craft Practice and R.T.I.T.B. courses.

(3) LECTURER Grade I to teach WORKSHOP PRACTICE and associated studies to craft and technician students on the R.T.I.T.B. Basic Training Course.

Required to start on January 1, 1978:

(4) LECTURER Grade I to teach HEAVY VEHICLE TECHNOLOGY and practice and associated studies in C.G.L.I. craft and technician and R.T.I.T.B. courses. The ability to offer Transport Operation and Records for the H.G.V. Young Drivers' Certificate would be an advantage.

Posts (1) and (4) are full-time established, Posts (2) and (3) are full-time temporary, tenable for one year in the first instance.

Appropriate recognized qualifications and good practical experience are essential for these appointments. Teacher training and, or, technical experience is desirable.

Salary, £2,913 to £4,869 per annum (includes supplements) depending upon qualifications, training and experience.

Please apply to the Director, North Worcestershire College, Burcot Lane, Bromsgrove, Worcs. B60 1PQ for further details and application forms.

Please state clearly the post in which you are interested.

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORDSHIRE TECHNICAL COLLEGE
LECTURER I IN BUSINESS STUDIES

Applications are invited for the post of Lecturer I in Business Studies to teach Office Practice, Commerce, Economics and Business Studies to a range of courses including school link, C.O.S. and O.N.D. Applicants should hold a degree or professional qualification and preferably have teaching experience.

Duties to commence as soon as possible.

Salary £2,781 to £4,293 per annum depending upon qualifications, training and experience.

Further details, together with forms of application, returnable within two weeks of the appearance of this advertisement, are obtainable from The Principal, Herefordshire Technical College, Folly Lane, Hereford.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF CATERING
LECTURER Grade 1.

Applicants are invited for the post of LECTURER Grade I, to commence duty as soon as possible to teach professional cookery and pastry or alternative subjects relating to catering.

Candidates must have had a variety of experience in the catering industry and preferably teaching experience.

Salary within the scale £2,913-£4,869 (including supplements).

Closing date for applications will be ten days after the appearance of the advertisement.

Application forms from The Principal, Worcester Technical College, Deansway, Worcester.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS COLLEGE
Turnford, Broxbourne
Herts EN10 6AF
Hoddesdon 66451
DEPARTMENT OF SCIENCE AND MATHEMATICS

Applications are invited for the post of HEAD of DEPARTMENT (Grade IV), to start as soon as possible.

Applicants should be graduates in an appropriate Scientific Discipline and should have substantial teaching and organising experience in Further Education.

Further details and application forms are available from the Principal, to whom they should be returned within three weeks of the date of this advertisement.

SOUTHWARK COLLEGE
The Cut, London, SE1 8LE

Head of Department
of Social Work Studies (Grade III)

This vacancy arises from the retirement of the present Head in April 1978. The department runs CCETSW validated in-service courses for workers in the statutory Social Services, full-time and in-service courses for nursery nurses, and a variety of short courses for professional and voluntary workers in the community. Salary scale in accordance with the current Burnham (FE) Report, on an incremental scale from £6,231 to £7,023, plus £402 Inner London allowance and a supplement of £492. Assistance may be given towards household removal expenses.

ilea

Further details and application forms obtainable from the Senior Administrative Officer at the college, returnable by 9 December, 1977.

LOOKING FOR A JOB IN LIVERPOOL?

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority over conditions of service in further education establishments.

NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

Write to Negotiating Secretary, NATFHE, Hamilton House, Mabledon Place, London WC1H 9BH.

COLLEGES OF FURTHER EDUCATION
continued

HERTFORDSHIRE
COUNTY COUNCIL
CASSIO COLLEGE
Langley Road, Watford WD1 3RH
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

Required from 1st January, 1978, LECTURER Grade I as a member of a team of tutors engaged in teaching Bilingual Secretarial courses. The tutor appointed will be expected to teach shorthand and typewriting and preference will be given to someone able also to offer teaching of German.

Salary: Burnham Technical Scale plus London Fringe Allowance.

Full details and application form from the Principal.

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford WD1 3EZ
DEPARTMENT OF GENERAL STUDIES

Applications are invited for the post of SENIOR LECTURER IN COMPLEMENTARY and GENERAL STUDIES, which will be vacant from January 1, 1978.

Further details and application forms are obtainable from the Chief Administrative Officer, Watford College, Hempstead Road, Watford WD1 3EZ.

HILLINGDON
(London Borough of)
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES

Applications are invited for the following full-time appointment from 1 April, 1978.

LECTURER (Grade II) in ACCOUNTING and ALLIED SUBJECTS, mainly to O.N.D., O.N.C. (B.E.C. National), C.O.S. (B.E.C. General) and secretarial courses.

A professional qualification in accounting and teacher training highly desirable.

Salary Scale Lecturer Grade II, £3,279 to £5,493 per annum plus supplement plus London allowance.

Application forms and further particulars from the Principal, Park Road, Uxbridge, Middlesex, returnable within 14 days.

London allowance payable.

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
Principal: Dr H. F. Taylor
DEPARTMENT OF TECHNICIAN & M.V. ENGINEERING

Applications are invited for the following post, to commence as soon as possible —

LECTURER Grade I in MOTOR VEHICLE SUBJECTS to teach students following Motor Vehicle Craft, Technician, R.T.I.T.B., I.S.A. and Link Courses.

Candidates should possess a Full Technological Certificate in Automobile Engineering Practice, or an equivalent qualification, have practical experience of light or heavy vehicle service and repair and should preferably have followed a course of teacher training or have had considerable experience as a part-time lecturer.

Salary (Burnham Scale) Lecturer I—£2,913 to £4,869 p.a.

Additions may be given for approved qualifications and industrial experience.

Application forms and further particulars are obtainable from the Principal to whom applications should be returned within fourteen days of the appearance of this advertisement. Please quote Ref. H.T.C. 2/51.

KNOWSLEY
(Metropolitan Borough of)
KIRKBY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ENGINEERING AND BUILDING

LECTURER Grade I in GENERAL and COMMUNICATION STUDIES required from January 1, 1978.

Teaching will be largely with craft and T.E.C. day release students in the engineering and building departments, but other work including G.C.E. English and General Studies may be available.

Applicants should be qualified teachers with a special interest in this area of work. Industrial experience would be an advantage.

Further details and application form from the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH, to be returned by December 9, 1977.

LANCASHIRE
COUNTY COUNCIL
BLACKPOOL COLLEGE OF TECHNOLOGY AND ART

Required for January 1, 1978:

Temporary Lecturer I in LIBERAL and COMPLEMENTARY STUDIES (LS/51).

Most specialisms are appropriate for this post which is full-time and for one term only.

Further details and application form from the Principal, Blackpool College of Technology and Art, Ashfield Road, Bispham, Blackpool, Lancs. to be returned by December 5, 1977.

LEEDS
(City Council)
DEPARTMENT OF EDUCATION
AIREDALE AND WHARFEDALE COLLEGE OF FURTHER EDUCATION
Calverley Lane, Horsforth, Leeds LS18 4RQ
Telephone (0532) 581723
Principal, H. Johnson, B.Eng., C.Eng., M.I.Mech.E., F.R.S.A.

Applications are invited for the following full-time appointment to commence as soon as possible —

LECTURER I, FOUNDRY/PATTERNMAKING

Applicants should have served a recognized apprenticeship and possess relevant qualifications. The duties will include teaching on Foundry and Patternmaking courses covering Wood, Metal, Resin Patternmaking, Foundry Practice and Basic Engineering subjects. Recent industrial teaching experience is considered essential and a teaching qualification desirable.

Salary according to the Burnham F.E. Report within the range £2,913 to £4,869.

Application forms and further details may be obtained from the Principal of the College to whom completed forms should be returned within 14 days.

LEEDS
(City Council)
DEPARTMENT OF EDUCATION
KITSON COLLEGE OF TECHNOLOGY
Cookridge Street, Leeds LS2 8BL. Leeds 30381
Mr. D. J. Cooper
DEPARTMENT OF ENGLISH AND GENERAL STUDIES

Temporary LECTURER I in GENERAL and COMMUNICATION STUDIES.

Applications are invited from graduate qualified teachers for this two year temporary post, created by the release for advanced study of a permanent staff member.

Application form and further details, returnable within 10 days of the appearance of this advertisement, are obtainable from the Principal.

LEEDS
(City Council)
DEPARTMENT OF EDUCATION
LEEDS COLLEGE OF BUILDING
North Street, Leeds LS2 7QT
Telephone Leeds 30765
Principal, J. Place, F.I.O.B.

LECTURER I in HEATING FITTING and WELDING.

Salary Scale, £2,469 to £4,377 plus supplements. The commencing salary will be determined by experience and qualifications.

Applications are invited for the post of Lecturer Grade I to teach heating fitting and welding and related subjects to Building Services craft students.

Candidates should be suitably qualified with appropriate industrial experience. The possession of a teaching certificate would be an advantage.

Duties to commence in January, 1978.

Further details and application forms are available from the Principal, Leeds College of Building, North Street, Leeds LS2 7QT, and should be returned within 14 days of the appearance of this advertisement.

LIVERPOOL
MILLBANK COLLEGE OF COMMERCE
Bankfield Road, Liverpool L13 0BQ

Required for 13th February, temporary LECTURER I in ENGLISH LANGUAGE and LITERATURE, to replace a member of staff on leave of absence until 16th June. Most of the classes will be Language, including "O" level, but there is one mature students "O" level Literature class.

Application forms and further details obtainable from (S.A.E.) and returnable to the Principal at the College.

LONDON
INNER LONDON EDUCATION AUTHORITY
CITY AND EAST LONDON COLLEGE
Headquarters: Pitfield Street N1 6HA
Tel.: 01-253 6065
DEPARTMENT OF APPLIED SOCIAL STUDIES

Required as soon as possible a LECTURER Grade I to teach PSYCHOLOGY, human development and possibly some sociology/social policy to students on the following courses:

(1) Diploma in Social Work Course including a Foundation Year of Study.

(2) Preliminary Residential Care Course (C.C.E.T.S.W.)

(3) In-service Study Scheme Statement of Attendance (C.C.E.T.S.W.)

The successful candidate is likely to be a graduate with recent experience in social work, children and adolescents.

DEPARTMENT OF GENERAL EDUCATION

Required for January 1978 or as soon as possible thereafter a LECTURER Grade II, SCIENCE and MATHEMATICS to be responsible for the organisation of Science and Mathematics at G.C.E. Ordinary Level and for Science in vocational courses. Teaching will be within these subject areas.

The successful candidate is likely to be a trained graduate who has had substantial teaching experience and is familiar with current developments at this level.

Salary Scales:
Lecturer Grade I on an incremental scale within the range £2,469 to £4,377 plus £402 Inner London Allowance and supplement of between £444 and £492, starting point depending on qualifications, training and experience.

Lecturer Grade II £3,279 to £5,493 plus £402 Inner London Allowance and supplement of between £444 and £492.

Closing date for applications: Friday, 9th December 1977.

Assistance may be given with household removal expenses.

Further information and application forms from the Principal's Secretary, Tel. 01-253 6065.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
CHELSEA SCHOOL OF CHIROPODY
18 Sandford Street, London SW10 8LY

LECTURER Grade II

Applications are invited from persons holding appropriate professional qualifications for appointment to the permanent staff to teach Chiropody to students attending three year full-time courses.

Salary scale in accordance with the Burnham (F.E.) Report, £3,279 to £5,493 plus £402 Inner London Allowance and supplement of between £444 and £492.

Assistance may be given with household removal expenses.

Further details and application forms from the Secretary to the School (Ref. K. CS).

LONDON
ILEA
KINGSWAY-PRINCETON COLLEGE
Sidmouth Street,
Gray's Inn Road, London
WC1H 8JB
(01-837 8185)

Required in January 1978 or as soon as possible thereafter.

(1) SENIOR LECTURER in the Department of ARTS and LANGUAGES to take charge of the English section of the Department and to share departmental duties with the other Senior Lecturer in the Department. The English section consists of 18 full-time members of staff and the level of work ranges from basic literacy to G.C.E. "A" level.

(2) LECTURER Grade II as CAREERS ADVISER to be responsible, in conjunction with the LT for Careers Education and with the Careers Service Liaison Officer, for the organisation of all aspects of careers provision. Applicants must have a teacher-training qualification and experience of careers work.

(3) LECTURER Grade I to teach PHYSICS to G.C.E. "O" and "A" level. A graduate with professional qualification and teaching experience is preferred.

Salary scales in accordance with Burnham FE Report (1977):—

Senior Lecturer, £5,031 to £5,955 plus £402 Inner London Allowance and Supplement of £492.

Lecturer Grade II, £3,279 to £5,493 plus £402 Inner London Allowance and Supplement of between £444 and £492.

Lecturer Grade I, £2,469 to £4,377 plus £402 Inner London Allowance and Supplement of between £444 and £492, starting point depending on qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms (and further details) available from the Senior Administrative Officer at the college (quoting reference [illegible]), to whom they should be returned by Monday, 5th December.

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH EAST LONDON COLLEGE
DEPARTMENT OF COMMUNICATION AND LIBERAL STUDIES

LECTURER I in GENERAL EDUCATION (Reference ATS 2/1) to teach basic literacy, and undertake tutorial responsibility for a group of low-ability students on full-time General Education courses, some of whom may be from ethnic minority groups. The successful applicant should also offer citizenship social studies subjects.

Salary scales in accordance with the Burnham (F.E.) Report.

Lecturer I is on an incremental scale within the range £2,469 to £4,377 plus £402 Inner London Allowance and supplement of between £444 and £492, starting point depending on qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELC, Lewisham Way, London SE4 1UT. It is essential to quote the reference number.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Saltram Crescent, London W9 3HW
BUSINESS AND SECRETARIAL STUDIES DEPARTMENT

LECTURER Grade I are invited to join the staff of this developing Department, in a large College, offering courses up to O.N.D. [illegible] Business Studies. Two posts are available immediately and a third from 1st March 1978. Those appointed will be expected to share in the teaching of:

(1) Book-keeping, Business Calculations and general commercial subjects

(2) Clerical Duties, Typing and general commercial subjects and

(3) Clerical Duties, Commerce and general commercial subjects, across the field of courses from B.S.A. Vocational Preparation and C.O.S. to Secretarial and TOPs courses. Please state preferred subjects and other supporting subjects. Teacher training and/or industrial/commercial experience desirable.

Salary in accordance with the Burnham (F.E.) Report on an incremental scale within the range £2,469-£4,377 plus £402 Inner London allowance and Supplement of between £444 and £492, starting point depending on qualifications, training and experience.

Assistance may be given with household removal expenses.

Further details and application forms from the Secretary to the Department (Ref. B. JA).

LONDON
HOUNSLOW BOROUGH COLLEGE
LECTURER I IN MATHEMATICS AND COMPUTING

Lecturer, Grade I, in Mathematics and Computing required from 1st January, 1978, or as soon as possible thereafter, to teach these subjects in O.N.C., O.N.D., G.C.E. "A" level and City and Guilds courses. Applicants should be graduates or be professionally qualified and should have teacher training or experience.

Application forms from the Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS, on receipt of a S.A.E. Completed forms to be returned within 10 days of the appearance of this advertisement.

NEWHAM
(London Borough of)
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER
Principal, K. R. Bishop, B.Sc. (Econ.), F.R.S.A.
DEPARTMENT OF ELECTRICAL AND TELECOMMUNICATION ENGINEERING
LECTURER II in ELECTRICAL INSTALLATION and ELECTRICAL POWER

Required to teach to the "C" Certificate level of City and Guilds Course No. 235 and Electrical Principles and Power Equipment in City and Guilds Courses No. 281. Previous teaching experience and wide practical experience highly desirable.

Preferred qualifications: Full Technological Certificate in Electrical Installation, either City and Guilds No. 235 or 285.

Salary: £3,711 to £5,910 (including supplements), plus £402 per annum London Allowance.

Application forms and further details may be obtained by writing to the College Administrative Officer enclosing a self-addressed envelope.

Completed forms should be returned within 14 days of the appearance of this advertisement.

NORTHUMBERLAND
COUNTY
TECHNICAL COLLEGE
College Road, Ashington
NE63 9RG
DEPARTMENT OF ENGINEERING
LECTURER Grade I to teach WELDING

Required for 1 January or as soon as possible thereafter, to teach Engineering Industry Training Board "Off-the-job" training courses and various levels of City and Guilds of London Institute Course 215 up to Part III. Candidates must have a City and Guilds of London Institute Advanced Welding Craft Certificate or equivalent, and appropriate industrial practical experience in welding techniques and sheet metal work.

Salary Scale: Lecturer Grade I £2,781 to £4,689 (plus 5 per cent).

Lodging allowance and up to 75 per cent removal expenses in approved cases.

Application forms returnable by 9th December and further particulars are obtainable by sending a S.A.E. to The Principal.

HEAD OF DEPARTMENT OF CONSTRUCTION
(Grade III)

Required for 1 May, 1978.

Applicants should be graduates or possess suitable alternative qualifications, and have had relevant industrial and teaching experience.

Salary Scale £5,661 to £6,471 plus £312 and £180 (5 increments) in accordance with the current Burnham (F.E.) Report.

Temporary lodging allowance and up to 75 per cent of removal expenses will be payable, in approved circumstances, to the successful applicant.

For further particulars and form of application returnable by 16th December, send a foolscap S.A.E. to the Principal.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BASFORD HALL COLLEGE OF FURTHER EDUCATION
Stockhill Lane, Nottingham NG6 0NB

The following posts are available from 1st January, 1978, or as soon as possible thereafter:

DEPARTMENT OF BUILDING SERVICES ENGINEERING

LECTURER Grade I in PLUMBING to teach all aspects of Craft and Technician Plumbing and, if possible, to assist with allied Pipework Courses (e.g., Gas Fitting Courses). Applicants should be suitably qualified, have had industrial experience and preferably some teaching experience.

DEPARTMENT OF BUSINESS STUDIES

LECTURER Grade I to teach CLERICAL DUTIES, PRINCIPLES OF ACCOUNTS and COMMERCE to a range of full-time and part-time Secretarial and Office Studies Courses. Some administrative duties may be involved.

Salary scale £2,469 to £4,377 plus supplements of £312 per annum and £132 to £180 per annum (dependent upon basic salary). Entry point on the scale according to qualifications and experience.

Application forms and further particulars are available from the Principal at the College (Telephone Nottingham (0602) 704641).

Closing date: 7th December, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PEOPLE'S COLLEGE OF FURTHER EDUCATION
Castle Road, Nottingham

Required for January, 1978, or as soon as possible thereafter

LECTURER, Grade I, in MECHANICAL ENGINEERING

Applicants should possess appropriate qualifications to teach Workshop theory and practice and related subjects in the City and Guilds Mechanical Engineering Craft Studies Courses together with Basic Engineering Workshop Practice for the 1st year "off-the-job" EITB Course.

Salary scale £2,469-£4,377 plus supplement of £312 per annum and £132-£180 per annum (dependent upon basic salary). Entry point on the scale according to qualifications and experience.

Application forms and further particulars are available from the Principal at the College (telephone Nottingham 47721).

Closing date 7th December, 1977.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ROCKINGHAM COLLEGE OF FURTHER EDUCATION

Required for January 1978

LECTURER I—ACCOUNTS AND CALCULATIONS

An ability to offer Commerce would be an advantage. The person appointed will be expected to be able to teach a wide range of abilities.

LECTURER I—REMEDIAL LITERACY

To continue the development of literacy skills to less able young people and adults mainly on T.S.A. full-time courses; and to be responsible for the area Adult Literacy Scheme.

The College is in a developing situation, aided by new premises. Students will include adults and young people attending full-time, T.S.A., day-release and "link" courses.

Salary: £2,469 to £4,377 plus supplements £312 plus £132-£180.

Closing date: 9th December, 1977.

Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121, Ext 3367.

[illegible] Director of Personnel Resources.

CYNGOR SIR
GWYNEDD
COUNTY COUNCIL

GWYNEDD TECHNICAL COLLEGE
BANGOR

Principal: R. I. Roberts, B.Sc.(Eng), FRSA, Dip Ed.
Department of Engineering and Science
Applications are invited for the post of

LECTURER II IN PHYSICS

as from 1st January, 1978. Teaching experience essential and industrial experience with a degree or equivalent qualifications are desirable.

Salary Scale: £3,744-£5,985 (inclusive of supplement).

Further particulars and application forms from the Principal, Gwynedd Technical College, Bangor. Closing date December 7th, 1977.

Tecwyn Ellis, Director of Education.

Lancashire
County Council

FURTHER EDUCATION

Forms/further details from/returnable to:—
The Principal at the College.
Closing date December 5, 1977

LYTHAM ST. ANNES COLLEGE OF F.E.,
Clifton Drive South, Lytham St. Annes
January 1, 1978

Law/Business Studies
Lecturer I

LANCASHIRE COLLEGE FOR ADULT EDUCATION
Southport Road, Chorley.
April, 1978 (earlier if available):—

Teacher to develop language courses including intensive courses for industry in the settings of a residential adult education college.

Bedfordshire Education Service
BARNFIELD COLLEGE (LUTON)
New Bedford Road, Luton LU3 2AX

Required from January 1, 1978, or as soon as possible thereafter,

Tutor in Remedial Educational and Vocational Skills
(Lecturer Grade II)

In the School of Humanities and Business Studies

The tutor should be able to lead and develop a team developing part-time and full-time courses for unemployed school leavers, and for those requiring second language training and/or additional skills to facilitate redeployment. Current provision includes Preparation for Work courses and EFL work.

The successful applicant is likely to have some combination of the following:—

(1) a degree or equivalent qualification in communications, careers education, language or mathematics;
(2) careers service experience;
(3) industrial training experience;
(4) teaching experience in the primary or secondary sectors.

SALARY RANGE, Lecturer Grade II, £3,744 to £5,985 inclusive.

Required from January 1, 1978.

Tutor in Law or/and Accountancy
(Lecturer Grade I)

In the School of Humanities and Business Studies. Applications are invited from suitably qualified candidates to teach accountancy and law mainly on OND and ONC Business Studies and Public Administration Courses and perhaps to GCE 'O' and 'A' levels. From September, 1978, the lecturer in law will mainly teach on our Business Education Council (BEC) Courses. Ability to contribute to the teaching of another business studies subject, e.g. accounts, economics, statistics, is an advantage.

SALARY RANGE: Lecturer Grade I, £2,913 to £4,869 inclusive, depending on qualifications and experience. **If you are interested please ring Luton 507531, ext. 53 and talk to John Skitt. Alternatively, application forms and further information from the Principal's Office at the above address. Please enclose S.A.E.**

NATIONAL YOUTH BUREAU

on behalf of

Consultative Group on

Youth and Community Work Training

RESEARCH WORKER

Required to undertake a study of the careers of workers who have been students on the specialist youth and community work courses and the full-time staffing position in the Youth and Community Service. The project will be completed in two years and applicants should have some knowledge of the youth and community work field and its terminology as well as relevant research expertise and experience.

The salary will be on the Local Government PO1 Range (£5,210 to £6,578 per annum) and the appointment is likely to be made at the lower end of the range.

Further details and application forms from : The Director, National Youth Bureau, 17-23 Albion Street, Leicester LE1 6GD (0533 538811). Closing date for applications is Monday, 12th December.

Metropolitan Borough of

WIRRAL

YOUTH LEADER – £4,008 - £4,524 + £312 + pay supplement 1977

EASTHAM YOUTH CENTRE

Applications from suitably qualified and experienced persons only. This Centre is situated in a large mixed residential area on the Wirral Peninsula. It is purpose-built with a membership of 900-1,000 young people, with a full-time deputy leader and an adequate staff of part-time leaders/instructors.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH (telephone 051-647 7020 ext 118) returnable by 9 December.

Teacher/Adviser for Community Education

Burnham Scale 4

To work in a group of schools in a disadvantaged area of the city. The successful candidate will be based in a small community education resource centre in one of the schools in the area, and will be expected to provide leadership and support for innovatory work in some of the following areas :

- **Home/school relations**
- **Curriculum development**
- **Informal adult education**
- **Pre-school provision**
- **Communication skills (not E2L)**
- **In-service training**

This project is already well-established and on-going support is required for the initiatives already developed. However the teacher/adviser will have ample opportunity to work on his/her own initiative, but will also be expected to co-operate with four other colleagues leading similar established schemes in other areas of the city, under the community education adviser for the city.

Candidates should be mobile, qualified teachers with experience in relevant fields, and should be available as soon as possible.

Applicants are reminded that canvassing automatically disqualifies. Further particulars and application forms from Director of Education, Council Offices, Coventry CV1 5RS. (Telephone 0203 25555, Ext. 2104) returnable by 9th December.

coventry

YOUTH AND COMMUNITY SERVICE continued

DORSET

COUNTY YOUTH SERVICE

Applications are invited from suitably qualified and experienced persons for the following posts: (A) YOUTH LEADER in the service of the Authority but seconded to the Voluntary Youth Club in Sherborne (Readvertisement as previous successful applicant has withdrawn). (B) YOUTH LEADER at the LEA Youth Centre at Beaminster.

Both posts offer excellent experience in a progressive service which provides in-service training and facilitates excellent support services.

Salary scales inclusive of salary supplements:

Post A: JNC Range 3—£3,903 to £4,380

Post B: JNC Scale 2—£[illegible] to £[illegible]

Assistance with removal and incidental expenses.

For application forms (returnable by 9 December 1977) and further details, send stamped addressed envelope to Staffing Officer, Education Department, County Hall, Dorchester, Dorset, DT1 1XJ. Please state whether applying for one or both posts.

GLOUCESTERSHIRE

COUNTY COUNCIL

Applications are invited from suitably qualified persons for the post of WARDEN/LEADER at

MAISON YOUTH CENTRE

Gloucester

Salary £2,712 to £3,537 plus salary supplements (£444 to £485) in accordance with Scale 2 of the J.N.C. Scales for Youth Leaders and Community Centre Wardens.

Further details and application forms from the Chief Education Officer, Staffing Room 123, Shire Hall, Gloucester GL1 2TP. Closing date two weeks from the appearance of this advertisement.

HERTFORDSHIRE

NORTH HERTS AND STEVENAGE YOUTH AND COMMUNITY SERVICES

Stevenage

YOUTH AND COMMUNITY WORKER

BOWES LYON HOUSE

We are seeking a suitably qualified and experienced person with the ability to make a significant contribution to the development of the work of Bowes Lyon House, a large purpose-built Youth and Community Centre in the New Town of Stevenage.

Salary and conditions of service in accordance with the latest J.N.C. Report. Range 3 A £3,903 to £4,380 per annum.

Further details and application form (to be returned by 10th December) from the Head of Department of Youth and Community Work, Stevenage College, Monkswood Way, Stevenage, Herts.

KENT

PROGRAMME DIRECTOR

A qualified YOUTH WORKER required for a busy Y.M.C.A.

A personal commitment to the Christian faith is essential.

Must have ability to continue successful programme, to liaise with the Education Service and share in running and administering premises. J.N.C. 3 plus London fringe allowance. (Grant aided.)

Three-bedroomed house available.

Applications in writing to the General Secretary, Dartford Y.M.C.A., West Hill, Dartford DA1 2EU.

KENT

The Missions to Seamen needs a qualified YOUTH LEADER to join a team working among boys of 16 and 17 preparing for a career at sea. The work includes arranging indoor and outdoor activities, counselling, building up personal relationships, and a share of the diverse tasks which fall to the team.

Salary £4,035 p.a. less deduction for accommodation.

Enquiries by November 30 to the Chaplain, Flying Angel Club, Denton, Gravesend DA12 [illegible].

LANCASHIRE

WINDSOR YOUTH CENTRE

Salford

Qualified YOUTH LEADER required for activity-based club using modern purpose-built premises. Must be evangelical Christian. Will be well supported both locally and by Manchester City Mission of which the Centre is part. The post offers a great challenge in an inner city situation.

Accommodation available if required.

Salary and conditions J.N.C. Scale 2.

Enquiries: Deryck Thompson, Manchester City Mission, 3 St Ann's Churchyard, Manchester M2 7LN.

LEEDS

CITY COUNCIL

DEPARTMENT OF EDUCATION

RIPON DIOCESAN YOUTH COMMITTEE

Scale Post

CITY CENTRE DETACHED YOUTH WORKER

Salary range 4a (J.N.C.)

Applications are invited from persons with appropriate qualifications and experience to continue this challenging post. The worker's role will (with part-time support staff) include contacting and assisting young people who congregate in the entertainment area of the city.

Further details and application forms from Canon G. R. Foley, 81 Clarendon Road, Leeds 2, returnable within two weeks of this advertisement.

LEICESTERSHIRE

THE WELLAND PARK COLLEGE

Welland Park Road, Market Harborough

Roll 780 mixed (11 to 14)

COMMUNITY TUTOR (YOUTH)

Scale F.E. LECTURER 1

Energetic and resourceful person to be responsible for the development of Youth Work based on the College, including Youth Wing. Teaching commitment for 30 per cent of a week. Evening work essential.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.).

LONDON

INNER LONDON EDUCATION AUTHORITY

YOUTH WORKER

HAWKSMOOR YOUTH CLUB

Thamesmead

This brand new building with extensive accommodation and outdoor facilities has been built to the highest standards of design with first-class materials. It awaits an experienced and qualified person as its first FULL-TIME YOUTH WORKER to make his or her mark in this newly developed township on the Thames. For verbal information 'phone 01-[illegible] (Danny Daniels).

The appointment will be to the service of the Authority. Salary and conditions in accordance with the JNC Report. Qualified salary scale 3B: £3,771-£4,248 plus £162 London Allowance and £[illegible] or £301 supplement. Assistance may be given towards household removal expenses.

Details and application forms returnable by 9th December, 1977, from the Education Officer (EO/[illegible]), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

LONDON, NW6

WINCHESTER DAY CENTRE

An educational project for 12 kids housed in a partly rehabilitated public house, shared with a large youth club, seeks replacement for second full-time female teacher. As well as teaching, work will involve planning timetable and some administration. A trained and experienced teacher essential. Skill in such areas as arts, crafts and music would be an advantage, as would ability to drive.

Apply by letter to Alan Taylor, 274a West End Lane, London, NW6. Closing date December 9th.

NEWCASTLE upon Tyne (City of)

EDUCATION COMMITTEE

Appointment of WARDEN

WESTERHOPE COMMUNITY/RECREATION CENTRE

A suitably qualified and experienced person is required to lead a challenging Community Recreation project in the Westerhope area of the City which includes Old Westerhope Village and the new housing developments of Chapel Park, Chapel House and West Denton.

The successful candidate will be required to develop for the entire community the potential of the extensive facilities of the Community Centre building and recreation area of approximately 10 acres.

Salary Scale J.N.C. Range 4 points 6 to 9 inclusive (£4,524 to £5,160) plus Salary supplements of £312 and £180.

Further particulars and application forms are available from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU (Telephone 28520 extension 2741) to be returned by December 9, 1977.

SALOP

COUNTY COUNCIL

YOUTH SERVICE

Readvertisement

Applications are invited from experienced YOUTH WORKERS for the post of MANAGER at Club 210, Harlescott. The person appointed run this non-membership club for young adults in Shrewsbury and have a field-work responsibility for a limited catchment district. Full range of support staff. Salary Soulbury 10-14, £4,359 to £[illegible] (inclusive of supplements).

Application forms which should be returned by 9th December and further particulars available from:

County Education Officer, Education Department, Shire Hall, Shrewsbury, SY2 6ND.

AN EXCITING CHALLENGE! Full time Leader for Mixed Youth Club. Excellent modern premises. J.N.C. Scale. Applications Hon. Secretary, The Jones Youth Club, 119/137 Lincoln Lane, Liverpool L6 8SN. 051-[illegible].

Overseas Appointments

FRANCE

SCHOOL OF ENGLISH

In Nancy, Metz, in France, offers two posts for January.

(1) TEACHER with B.A., should also have Diploma in T.E.F.L. and experience in teaching adults by direct method. Candidates should have a working knowledge of a foreign language, preferably French. Salary: 2,800.00 francs per month.

(2) DIRECTOR of STUDIES/TEACHER. The successful applicant should have, in addition to requirements for post (1), experience in testing, orientation and assessment of students, in supervision of teaching and in planning courses and adapting them to different classes. Up to 12 hours per week will be devoted to actual teaching.

Fluent French required. Salary: 3,300.00 francs per month.

In both cases apply with photo, curriculum vitae, testimonials and references to The Mrkoes Cours d'anglais, 25 Rue Lyautey 54000, Nancy. Telephone: 35 04 81. Short-listed applicants will be interviewed in London.

MALAWI

ST. ANDREW'S SCHOOL

Blantyre

Required in May or September to fill vacancies occasioned by expansion, three or four SCHOOLMASTERS to teach —

(a) MATHEMATICS, CHEMISTRY, PHYSICS to "A" level.

(b) ENGLISH to "O" level.

Strong preference for candidates with independent school background or similar; enthusiastic for extra-curricular activities, or with good games.

St. Andrew's is an independent secondary co-educational boarding and day school under a Board of Governors. 350 pupils principally expatriates.

Delightful environment and many advantages. Own competitive salary scale on renewable contract terms.

Apply Airmail with full details, qualifications, family, c.v., photograph, etc., and names of two referees to The Headmaster Designate, P.O. Box 5[illegible], Limbe, Malawi. Previous applicants should not re-apply.

ARGENTINA

ST. GEORGE'S COLLEGE near Buenos Aires (H.M.C. Mixed Boarding School) Required for March, 1978 (employment could commence January 1st, 1978):

(1) MODERN LANGUAGES GRADUATE to teach FRENCH to "O" and "A" level and SPANISH to "A" level, and possibly some English as a foreign language.

(2) GRADUATE to teach GEOGRAPHY to "O" level, and either ENGLISH, especially English as a foreign language, or ECONOMICS to "O" and "A" level.

These are resident posts with a preference for ladies to act as girls' boarding house tutors. Extra-curricular interests a strong recommendation, e.g., hockey, tennis, music or social services. Contract initially three years, return fares paid.

Applications with detailed curriculum vitae and the names of three referees to the Headmaster's Representative, P. A. Christopher, Esq., 55 Layton Crescent, Brampton, Huntingdon, Cambs. PE18 8TT, not later than December 2nd, 1977.

ITALY

FEMALE TEACHER of ENGLISH required by language school in North. To commence as soon as possible.

For further information, contact: Miss J. Hughes, 88 Chiswick Village, London, W.4. Telephone: 01-[illegible].

ITALY

ST. GEORGE'S ENGLISH SCHOOL Via Cassia Km 16, Rome 00123. Vacancies January 1978 Primary department approximately 300 children

MUSIC TEACHER British Primary Trained Music Specialist to be responsible for Music throughout the Primary dept., minimum 3 years experience.

CLASS TEACHERS British Primary trained teachers. Minimum 3 years experience.

Apply in writing to the Headmaster with full curriculum vitae and names, addresses and telephone numbers of two referees. Current testimonial may be included. Closing date for applications is December 1.

KENYA

THE GRANGE SCHOOL Required for January/April, 1978, experienced GRADUATES to teach to "O" level, CHEMISTRY, BIOLOGY, GEOGRAPHY and [illegible].

Preference will be given to keen games players (cricket, hockey). The Grange School is a boarding school for boys (11 to 18 years) taking the Overseas G.C.E. and is situated in the highlands 20 miles from Nairobi. Terms include full board, accommodation, return air fares, two year contracts.

Curriculum vitae to the Headmaster, The Grange School, Box [illegible], Nairobi, Kenya.

ADULT EDUCATION, YOUTH & COMMUNITY SERVICE

1. WARDEN, WEST HEATH COMMUNITY ASSOCIATION

J.N.C. 4a: £4,008 to £4,524 plus £312 and the 1977 salary supplement

To be responsible for the organisation, supervision and development of activities at the West Heath Community Association and at the Cotton and East Longbridge Community Association. These voluntary organisations maintain separate premises serving adjoining neighbourhoods. There is scope for further development of activities at both Centres.

2. COMMUNITY WORKER, KINGSBURY ROAD COMMUNITY CENTRE

J.N.C. 3a: £3,426 to £[illegible] plus £312 and the 1977 salary supplement

To assist the Senior Community Worker in the management of the Kingsbury Road Community Centre, which is being developed as an Urban Aid project, and in the development of community activities in the neighbourhood.

Application forms and further details may be obtained from:—

The Chief Education Officer, [illegible] Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU quoting reference AEYC/SJW., to whom completed forms should be returned by Monday, December 12, 1977.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

3rd-in-Charge

(Care)

(Observation & Assessment Centre for Girls)

£3702-£4230 plus £312 p.a. plus 2nd stage supplement—5%, max £4 p.w.

Newport House is an Observation and Assessment Centre for 30 girls, in Molrams Lane, Gt Baddow, near Chelmsford.

Experience in residential care of young people essential, with qualification in residential child care, teaching, social work, etc.

The 3rd-in-Charge (care) will head a team of 14 residential social workers concerned with observation and assessment techniques and the formulation of long term care plans for young people. Interest and/or ability in sports, crafts, music, drama, etc., an advantage.

Accommodation available. Deduction of £453 p.a. for board and lodging.

Housemistress or Housemaster

(Observation & Assessment Centre for Girls)

£2607-£3957 (qualification bar at £3282) plus £312 p.a. plus 2nd stage supplement—5%, max. £4 p.w. Senior Assistant's allowance of £219 p.a. payable. Qualification in residential child care, teaching or Social Science desirable together with experience in working with adolescent girls, and skills and tolerance in dealing with them.

Residential Child Care Officers

£1884-£2529; or £2384-£2853; or £2607-£3957 (qualification bar at £3282); plus £312 p.a., plus 2nd stage supplement—5%, max. £4 p.w.

Starting salary dependent on qualifications and experience.

Qualification in residential child care, teaching or Social Science preferred. Successful applicants will be members of a residential child care team responsible for the care and treatment of adolescent girls.

Informal enquiries for all the above posts may be made to the Principal, Mr. K. Nutter (Chelmsford 73081).

Application forms for the above posts from the Director of Social Services, Kensal House, 77 Springfield Road, Chelmsford, Essex.

Essex County Council

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRAN ADDYSG

CANOLFAN GYMUNED FFESTINIOG

Mae cymdeithas canolfan gymned ffestiniog wedi sicrhau arian o gronfa'r Rhaglen Drefol i addasu'r hen ysgol ganolraddol yn ganolfan Gymuned. Bydd y Ganolfan amlbwrpas hon yn gwasanae—thu'r gymdogaeth i gyd gan adlewyrchu gweithgareddau, anghenion, diddordebau a dyheadau'r fro.

Eisoes apwyntwyd Gweithiwr Cymuned ac y mae angen y canlynol i gwblhau'r tîm fydd yn gysylltiedig a'r Ganolfan :

GWEITHIWR IEUENCTID A CHYMUNED

£3,654-£4,128 gyda £312 a £198-£208 y flwyddyn lwfans costau byw.

Cymorth ariannol tuag at gostau modo ac all-gartrefu mewn achosion priodol.

Gwahoddir ceisiadau oddi wrth arweinyddion ieuenctid trwyddedig, athrawon trwyddedig neu rai sydd a gradd neu ddiploma prifysgol mewn Gwyddor Gymdeithasol

Rhaid i'r sawl apwyntir fyw yn y Gymuned.

EDUCATION DEPARTMENT

Required as soon as possible to fill three posts serving an inner city multi-cultural area covering the following responsibilities :—

1. Adult Education

with specialism in English as a Second Language (it is possible that two part-time workers could be considered for this post).

2. Youth Work

to develop general initiatives in 'play' facilities ; for example 'play centre' activities for children aged 11-14 years and youth clubs for 14-20 age range.

3. Pre-school Activities

to work with parents through pre-school groups.

The posts will be based at Broad Heath Community Primary School but will operate on an area-based scheme involving a considerable amount of outreach work, under the co-ordination of the Team Leader on the staff of Broad Heath School.

Salary Scale : £4,260 to £4,749 inclusive of supplements (pro-rata for part-time posts).

J.N.C. conditions of service.

Applicants are reminded that canvassing automatically disqualifies.

Application forms and further particulars from Director of Education, Council Offices, Coventry CV1 5RS (Telephone 0203 25555 Ext. 2202) returnable by 9th December.

coventry

NEW ZEALAND

Tutor in Mining Engineering

Applications are invited for this post to teach mining, tunnelling and quarrying to manager's level.

Applicants must :—

(1) be professionally qualified in mining engineering

(2) have a wide industrial background experience

(3) accept responsibility for the administration and further development of these courses

(4) be capable of a high standard of written English

(5) have teaching experience at a college of technology or university.

Salary $11,749 to $13,678 (approximately £6,462 to £7,533).

Ten weeks' annual leave.

Maximum age limit 45 years and, if married, with no more than four dependent children.

Interviews will be conducted in London during the week commencing January 30, 1978.

For information and application form write to:—

The Chief Migration Officer,
New Zealand House,
Haymarket, London SW1Y 4TQ.

You should quote reference Imm 2/22/20 (Mining).

OVERSEAS Appointments continued

BOTSWANA

Invites applications for the following posts based at its Central Transport Organisation, Ministry of Works and Communications, Gaborone.

CHIEF TECHNICAL OFFICER (TRAINING)

H.N.C./H.N.D. or equivalent, substantial experience both in the automobile industry and either as a technical college teacher or training officer with modular training systems experience. Experience of audio visual aid production an advantage. His duties will include direct responsibility for sectional staff, e.g. instructors, clerical, messengers, and for organising and coordinating training throughout the Organisation under the leadership of the General Manager.

SENIOR TECHNICAL OFFICERS (TECHNICAL INSTRUCTORS)

F.T.C. in Auto. Eng. with minimum of eight years post apprentice experience, at least five of which should be of a practical nature in the automobile industry and three as a technical teacher/instructor in auto. engineering. A Technical Teacher's Certificate and experience in audio visual aid production desirable.

Their duties will include technical training at basic or advanced levels, preparing syllabuses and modules, training local counterparts in instructional techniques, conducting performance tests for individual training records.

Salaries—Chief Technical Officer, £6,311 to £7,867 and Senior Technical Officer, £5,786 to £7,331 (including a tax-free supplement payable to U.K. citizens).

For the following post based at the National Centre for Vocational Training, Gaborone.

SENIOR LECTURER AUTOMOTIVE TRADES

Indentured apprenticeship, H.N.C., H.N.D., and substantial technical college teaching experience as well as practical experience in the automobile industry. Technical teacher's certificate desirable.

Duties include administration of sub-section covering petrol and diesel engines and vehicle body repairs, classroom and workshop teaching to level of C.G.L.I. courses 825 and 390 and assistance with training of local staff.

Salary in range £6,257 to £7,[illegible] (including a tax-free supplement payable to U.K. citizens).

Appointments on contract to the Government of Botswana for an initial period of 24-36 months commencing as soon as possible.

25 per cent gratuity on basic salary; free passages, subsidised housing; education allowances and holiday visit passages for children; an interest-free car loan and appointment grant are payable in certain circumstances.

Further details from the Recruitment Unit, TETOC (Technical Education & Training Organization for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Reference [illegible].

FRANCE

Anglo-French children's centre seeks ACADEMIC DIRECTOR for English children attending residential Summer School in France, Easter to June 1978.

Applicants should be bilingual, have administrative experience, and an ability to interpret the French Way of Life sympathetically to young British teenagers.

Preference will be given to active candidates who have lived in France.

Free board and lodging available. Family welcome.

For further details write Box TES 4881, The Times WC1X 8EZ, enclosing telephone number, curriculum vitae and names of two referees.

JAPAN

English teaching in Japan. Two TEACHERS are required for residential posts in a beautiful and historical part of Japan. Mostly small teaching groups or individual teaching. Modern, well equipped staff accommodation suitable for ladies. Well-spoken colleagues sought who would exemplify English speech and culture. Excellent character references essential.

Salary Y3,250,000 (net Y[illegible]) per annum with all taxes, insurance, etc., paid. Interviews in London.

Detailed applications by airmail with two recent photographs to: The Director, The English Centre, 86 Shin Matsubara, Chofu, [illegible] 752 Japan.

WEST AFRICA

Qualified Primary SCHOOLMISTRESS (single) with kindergarten experience required at iron ore mine in Liberia. Shared house, medical facilities and travel expenses provided. One year renewable contract. Salary US $600 monthly.

Please reply in writing giving full details of qualifications and experience to: [illegible] International Ltd., 62/51 Gracechurch Street, London EC3V [illegible].

IRAN

PRIMARY SCHOOL HEADMASTER required for British style school in Iran (English medium) to resume employment January 1978. Salary £5,700 p.a. + £3,000 p.a. accommodation allowance. Good qualifications together with some years experience essential.

Please apply urgently to Staff Recruitment, Centre for English Studies, Bletchingdon Park, Bletchingdon, Oxford, or telephone Bletchingdon 333.

ITALY

Experienced E.F.L. TEACHERS, aged 24-40 with relevant qualifications, required to teach in Northern Italy on six months' contract renewable. Interviews in England, December, 2nd, 3rd and 4th. Travel expenses paid.

Full details with telephone number if possible to: Peter Darby, London House, 51 Sea Road, Westgate-on-Sea, Kent. Telephone Thanet (code 0843) 31216.

SPAIN

Applications are invited to fill two EFL teaching posts. SPANISH GRADUATES with some experience preferred. Write, enclosing small photograph and details of, age, training and experience to: The Director, The English School, Calle Doña Teluà, No. 6, Jerez de la Frontera (Cadiz), Spain.

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Solomon Islands

Lecturer—Curriculum Development

To lecture to pre- and in-service Students and help supervise probationers and teacher trainees in schools ; act as Course Tutor, involving organisation and time-tabling duties, liaison with outside lecturers, etc ; be involved in production and dissemination of course curriculum materials ; assist with boarding and other duties. Applicants, aged 25-55, should preferably have degree in relevant subject. However, experienced non-graduate trained teachers with suitable qualifications also considered. Applicants must have substantial teaching and teacher education experience, preferably in Upper Primary/Lower Secondary area. Previous curriculum development experience an advantage. Appointment two years.

Lecturer—Social Studies

To lecture to pre-service primary and secondary school trainees ; play important role in re-organisation and further development of Social Studies in Primary and Secondary School ; to assist in the supervision of trainee teachers, and with In-Service training ; undertake boarding and other duties. Applicants, aged 25-55, should preferably have Degree in Social Studies or related subject (History/Geography). However, non-graduate teachers with teacher's certificate plus advanced Diploma in Social Studies or related subject also considered. Experience of curriculum development and/or teacher education and interest in, and experience of schools broadcasting an advantage. Appointment two years.

Salaries in range £5,108-£7,336 pa including allowance, normally tax-free, in range £2,778-£4,386 pa.

Fiji

Senior Education Officer

Responsible for teaching and development of commercial subjects (Book-Keeping, Shorthand-Typing, Commercial Practice) in secondary and commercial schools ; plan and develop curriculum changes and assist in administration of commercial and other institutions ; advise and assist teachers by visiting schools. Applicants should have recognized Degree in appropriate discipline and/or recognized advanced Certificate of Proficiency in skill subjects, plus teaching certificate in commercial subjects, plus minimum of five years' teaching experience. Experience of commercial work outside teaching field an advantage. Appointment three years.

Salary in range £5,856-£8,283 pa including allowance normally tax-free, in range £1,542-£3,000 pa.

Lesotho

Teacher Mathematics/Science

(Chemistry, Biology, Physics)

To teach to Cambridge Overseas School Certificate GCE 'O' level. Applicants should have Degree in Mathematics or Science subject and Teaching Certificate, plus minimum of two years' experience teaching Maths and/or Science to 'O' level. Appointment two years.

Salary in range £4,441-£6,266 pa including allowance normally tax-free in range £1,830-£2,916 pa.

All posts. Terminal gratuity of 25% per annum of basic salary. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and an interest-free car purchase loan of up to £1,200 payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting reference 315 clearly stating post concerned, and giving details of age, qualifications and experience to :—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM

HELPING NATIONS HELP THEMSELVES

OVERSEAS TEACHING POSTS

TEACHERS OF ENGLISH

(Venezuela)

British Council Institutes, Maracaibo and Ciudad Guyana
5 posts at each Institute, tenable Spring 1978 (Maracaibo) and Summer 1978 (Ciudad Guyana)
Degree or teaching certificate with minimum RSA TEFL qualification or good TEFL experience. Postgraduate TEFL qualification and 2 years' experience desirable.
Single teachers or married teaching couples without children preferred.
Salary: £3,732-£5,818 pa
Benefits: Overseas and accommodation allowances; medical scheme; employer's portion of superannuation contribution; 2 year contract, renewable. 77 PO 170-179

REGIONAL ENGLISH LANGUAGE TEACHING ADVISER

(Yemen)

Ministry of Education, Taiz
Responsibility for developing and inspecting ELT throughout the region. Candidates, men only, must have a British educational background, a postgraduate TEFL qualification and 5 years' teaching experience including secondary level or below.
Salary: £5,210-£7,054 pa + 10% Inducement Allowance.
Benefits: free furnished accommodation; overseas and children's allowances; medical benefit; employer's share of superannuation contribution; 2 year contract, renewable. 77 AE 18

LECTURER IN ENGLISH

(Poland)

Department of English, University of Gdansk. Required for January 1978.
Candidates, British nationals, should be graduates. MA in Theoretical or Applied Linguistics and 2 years' relevant experience also essential.
Salary: 6,150-6,900 zloties per month (point on scale according to experience and qualifications) tax-free. This salary is non-convertible. In addition, a sterling subsidy of £933 pa will be paid to the Lecturer's UK bank account
Benefits: free furnished accommodation; medical scheme; employer's portion of UK superannuation contribution; 18-month contract initially, then renewable annually. 77 CU 100

LECTURER/SUPERVISORS

(Venezuela)

British Council Institute, Ciudad Guyana (2 posts)
Degree with postgraduate TEFL qualification and a minimum of 5 years TEFL experience.
MA in Applied Linguistics desirable.
Tenable Spring 1978.
Salary: £5,210-£7,054 pa
Benefits: Overseas and children's allowances: free furnished accommodation or an allowance in lieu: medical scheme: employer's portion of superannuation contribution; 2 year contract, renewable. 77 PO 180-181

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

Education in a different dimension.

RAF officer
EDUCATION

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why.

In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued – give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF, Officer Careers (949 416/10) London Road, Stanmore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW.

Please send me information about a career as an Education Officer in the RAF.
Name ______
Address ______
Date of Birth ______ (Age limit 29½; exceptional candidates may be considered up to 38½)
(Formal application must be made in the UK.)
With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach.

OVERSEAS Appointments continued

AFRICA
TEACHERS, all subjects, urgently needed in Catholic missions schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging but worthwhile work. Volunteer terms.
Please send postage for reply, VMM, 1 Victoria Rd., London NW7 [illegible]

EGYPT
THE BRITISH INTERNATIONAL SCHOOL,
c/o at The British Embassy, Cairo, Arab Republic of Egypt
Applications are invited for the post of TEACHER of a class of 7-year-olds from 1st January, 1978, to 31st August, 1979.
Attractive emoluments including free furnished accommodation. Ability to play piano an asset.

KENYA
Secondary School in Nairobi requires a DEPUTY HEADMASTER from April, 1978. 750 on roll, 180 in Sixth Form. Science or Maths an advantage. Salary £5,000. Benefits include free family passage up to four, subsidised accommodation, interest free car loan up to £1,500. Free medical scheme.
For full details, please write to: A. [illegible], Chamberlain Hall, Glen Eyre Road, Southampton SO9 [illegible], giving details of age, qualifications and experience

VOLUNTARY SERVICE OVERSEAS
Required for September, 1978: TEACHERS of ENGLISH, MATHEMATICS, SCIENCE and DOMESTIC SCIENCE.
See advertisement under relevant sections.

SPAIN
MARBELLA
Private English Primary School requires Junior and Reception class TEACHERS for January, 1978.
Replies to the Headmistress, Villa [illegible] 2, Marbella (Malaga)

PARIS
THE [illegible] SCHOOL.
Requires ENGLISH TEACHERS for posts commencing February, 1978. Minimum age 25. Brit. Nat. only. Training given.
Tel. Mrs. Bernard 01-[illegible]

SPAIN
TEACHERS wanted immediately for [illegible] INFANT JUNIOR with [illegible] and [illegible] posts requiring Spanish and experience.
Details from [illegible]

Administration

Local Education Authority

HARROW
EDUCATION
CAREERS ADVISER
£[illegible] to £[illegible]
For the full range of duties including careers guidance in High School, Sixth Form Colleges and F.E. Colleges. There will be opportunities to broaden experience and develop specialisms within the team structure. The successful candidate (man or woman) will hold a professional qualification for the Careers Service and may well have had previous experience in the Service. A car allowance is payable and applicants should have a driving licence and own a car.
Application form and further details from the Assistant Controller (Manpower Services), London Borough of Harrow, PO Box 57, Civic Centre, Harrow, Middlesex, HA1 2XF, returnable within 14 days.
24 hour Ansafone service, 01-[illegible]

LANCASHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
TRAINEE CAREERS OFFICER
Applications are invited for the post of Trainee Careers Officer which involves secondment to one of the one-year full-time courses of training for the Careers Service commencing in January, 1978. Applicants should be graduates or possess equivalent qualifications and will be expected to remain with the Lancashire Careers Service for two years after completion of their course. The minimum starting salary for a graduate is £2,[illegible] (inclusive of supplements), on the Trainee Scale of Salaries (£2,[illegible] to £3,[illegible] per annum inclusive of the £312 per annum supplement and the 5 per cent supplement.
Application forms and further details may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, quoting reference [illegible]. The closing date for applications is 7th December, 1977.

NORTH TYNESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SENIOR EDUCATION WELFARE OFFICER
AP4 (£3,366 to £3,702 p.a. plus £312 and Phase 2 supplements)
Applications are invited from suitably experienced and qualified persons for a post as SENIOR EDUCATION WELFARE OFFICER which will become vacant on 20th January, 1978, following the retirement of one of the two existing post holders. The successful candidate will undertake the direct supervision of E.W.O.'s and [illegible] and administrative duties within the team area. Essential Car Users allowance available.
Annual leave and other conditions of service in accordance with N.J.C. Scheme for Local Authorities A.P.T. and C. Services.
Application forms and further details are available from the Chief Personnel Officer, 7 Northumberland Square, North Shields. (Telephone: North Shields [illegible]). Closing date for receipt of applications: [illegible] December, 1977.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ASSISTANT EDUCATION OFFICER (F.E.)
P.O.1 (6-10) £5,406 to [illegible] plus £520 supplement.
Applicants should have a degree or appropriate dual qualification. Teaching experience in colleges or schools, and also administrative experience in a local education authority will be an added advantage.
The person appointed will [illegible] professional and administrative duties in respect of three Colleges of Further Education. Other responsibilities will cover the fields of the Adult Education, the Careers Service, the Youth Service and student awards.
Application forms and further details may be obtained, on receipt of a stamped addressed envelope, from the Chief Education Officer, Education Department, [illegible] House, Crosby Road North, Waterloo, Liverpool L22 0LG, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

YOUTHAID

wishes to appoint

(1) EDUCATION OFFICER

(2) RESEARCH ASSISTANT

Youthaid is a research and information group concerned with youth unemployment, education and training, and brings together many of those interested in these related problems.

The position of EDUCATION OFFICER is a senior appointment within the organisation and the successful applicant will receive a highly competitive salary. Ideally candidates should possess the following qualifications:—

—knowledge of the education scene for the 14-19 year old age group
—awareness of T.S.A./M.S.C./D.E.S. services
—knowledge of industry, commerce and LEA's (in particular the further education sector)
—a sympathetic approach to young people

The job will involve supervising research for a number of bodies, statutory or private, as well as preparing papers and articles and organising and addressing meetings/seminars.

The RESEARCH ASSISTANT will join the Youthaid research team but will work specifically for the Education Officer. A competitive salary is offered.

Please send a detailed curriculum vitae as soon as possible to: **The Director, Youthaid, 97 Chalton Street, London NW1 1HY.**

Careers Service

ASSISTANT COUNTY CAREERS OFFICER

(POST NO. CS.003)

P.O.1(c) (£5400-£6057 plus £312 p.a. Supplement plus Phase 2 Supplement plus £120 p.a. outer fringe area allowance)

Suitably qualified persons with wide experience of the Careers Service are invited to apply for the above post. The post is based at the Basildon Careers Office and the officer appointed will be responsible to the County Careers Officer for the development and co-ordination of the work of the Careers Service in the southern half of the County.

Another Assistant County Careers Officer has similar responsibilities in the northern half of the County.

Application forms and a job description are available from the County Education Officer (G), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD (Chelmsford 67222, ext. 2603). Closing date is two weeks from the appearance of this advertisement.

Essex County Council

THE SAVE THE CHILDREN FUND

Schools and Universities Officer

is urgently required for the Cambridge area to take up a newly created post with Save the Children. The successful applicant will be responsible to the Area Organiser for Cambridgeshire and Lincolnshire.

The job is primarily intended to promote financial support amongst schools, colleges and youth organisations. The range of work, which will be varied and interesting, will include speaking at schools, universities and youth clubs, establishing contacts with adults involved in education and youth work and organising joint fund raising ventures teachers' evenings and schools' conferences.

The successful applicant will possess teaching experience. A capacity for effective public speaking and the ability to work without supervision are essential.

The appointee will work from home, but will have a desk in the offices of the Fund's Cambridge Projects. Adequate expenses, including car will be provided.

For further information contact Mrs I. Evans on 01-582 1414 or apply for an application form to:

The Personnel Officer,
Save the Children Fund,
157 Clapham Road,
London SW9 0PT.

The Save the Children Fund

County of Cleveland

EDUCATION DEPARTMENT

SENIOR ASSISTANT EDUCATION OFFICER

Co-ordination, Planning & Development

£8,119-£8,707

Applications are invited for the above third-tier post in the Education Department. Applicants should be honours graduates of a British University with appropriate teaching and administrative/management experience. This is a key post and the successful applicant will be responsible to the County Education Officer for a Division within the Department dealing with co-ordination, planning and development matters within the Cleveland Education Service. The County Council have adopted a corporate approach to management and planning and a substantial part of the duties and responsibilities of this post will be concerned with the involvement of the education service at all levels in the corporate management and planning processes.

In approved cases financial assistance with the removal of household effects will be given. Temporary housing accommodation for married couples may be available within the County Area.

Application forms and further particulars are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. Closing date for receipt of applications 19th December, 1977.

CAREERS SERVICE BRANCH
DEPARTMENT OF EMPLOYMENT

Careers Service Inspector

Applications are invited from serving careers officers or candidates with recent practical experience in the Careers Service of a LEA for an appointment as Inspector on the staff of the Careers Service Inspectorate on an unestablished basis of a 3 year engagement which may be extended up to 5 years.

The post is based in Birmingham and the duties will involve travelling mainly in Midlands.

Salary scale £4,900-£5,900 per annum (plus supplement of £522 per annum). Starting pay according to qualifications and experience. The possibility of secondment would be discussed with the successful candidate's present employer.

Application forms from Miss W. M. Browne, Department of Employment, Est A5b, 12 St. James's Square, London SW1Y 4LL. Closing date for applications 9th December, 1977.

DE Department of Employment

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Section Head—Staffing

Salary is in accordance with AP5 of JNC Scales, £4,422 to £4,692 per annum, plus earnings-related supplement. Suitable candidate might receive a commencing salary above the minimum.

Applications are invited from suitably qualified and experienced persons for this post in the Staffing Section. The Section deals with all matters concerning the procedures for the appointment and payment of teachers and ancillary staff in schools. A thorough working knowledge of the Burnham Report is desirable and of the regulations concerned with the appointment and employment of teachers. Some knowledge of the National Scheme of Conditions of Service is also required. 36-hour, 5-day week, 21 days' annual leave, sick pay and superannuation schemes.

Education Welfare Officer

Salary Scale £3,126 to £3,903, plus earnings-related supplement (with a qualification bar at £3,606). A casual car-user allowance payable. Assistance with removal expenses in approved cases.

Applications are invited from suitably qualified and experienced men and women for appointment as soon as possible. Duties mainly concerned with school attendance, welfare work and supervising employment of children.

Further particulars and forms of application obtainable from the Chief Education Officer, Town Hall, Barking, Essex, on receipt of a stamped addressed foolscap envelope.

Closing date December 12, 1977.

ADMINISTRATION continued

General

CAMBRIDGESHIRE
COLLEGE OF ARTS AND TECHNOLOGY
ASSISTANT to Information Officer and Degree Secretary
GRADUATE required to help run Information Publicity Section in this large College which contains over [illegible] students, around 2,[illegible] on full-time courses.
Duties include handling degree applicants' inquiries, writing copy, preparing advertisements, organising open days, designing display material, etc.
Typing ability essential, typographic design experience advantageous.
Salary within NJC Trainee grade. Minimum starting point for Graduates in the region of £2,[illegible] rising to £3,525 (inclusive of supplements).
Details from C.A.O., C.C.A.T., Cambridge CB1 2AJ.
Forms should be returned by Tuesday, December 13, 1977.

CITY OF LONDON SCHOOL

BURSAR

A vacancy for the appointment of Bursar of the City of London School will arise in August, 1978.

Full details and application form may be obtained from the Bursar, City of London School, Victoria Embankment, London E.C.4.

LONDON, N.W.1
COLLEGE ADMINISTRATOR required early 1978, for independent evening College of liberal education for adult men and women.
Preferred age range, 35-50. Possibility of residence. Salary up to £6,000 p.a.
For further particulars write: Working Men's College (G/A), Crowndale Road, London, NW1, before December 5th

GENERAL MANAGER

FILM FORUM (D.B.W.) LIMITED, a film service to Education in the U.K. and abroad, requires a General Manager. Duties include liaison with producers and clients, maintenance of an efficient internal administrative system, and development of publicity.
Candidates should have a sound knowledge of the Education System, an interest in a range of subject areas—particularly Social Issues, Sport, and Health—be prepared to take responsibility within a small but growing company and to get on easily with others.
Salary £[illegible] during initial training, then £[illegible].
Details and Application Form from FILM FORUM (D.B.W.) LIMITED, [illegible] Brewer Street, London, W.1. (Tel.: 01-437 [illegible])

INTER-SCHOOL CHRISTIAN FELLOWSHIP
LITERATURE AND TRAINING SECRETARY
Applications are invited for this responsible post vacant from January 1, 1978, dealing with a small team in Scripture Union's ministry to schools. The person appointed will be expected primarily to edit and produce ISCF's resource material for schools, including Viewpoint magazine and other literature. Other responsibilities will include the coordination of Christian training courses for young people at school and for those helping on holiday houseparties and camps. Experience in Christian youth work is essential with some basic editorial skills. Teaching experience desirable though not essential.
Full details of the post, with salary etc., are available from David Blair, ISCF, 47 Marylebone Lane, London W1M 6AX. Tel.: 01-486 2561 ext. 55

Child Care

DEVON
KILWORTHY HOUSE COMMUNITY
Residential TEACHER / SOCIAL WORKER. Break from traditional teaching into real living and learning. The Kilworthy House Community is committed to those children in need of special care. An opportunity is available for someone with extra-special talents.
Write or 'phone for further details, Kilworthy House, Tavistock, Devon. Tel. Tavistock 2610

EAST SUSSEX
COUNTY COUNCIL
ST. MARY'S SCHOOL
Horam
Resident or non-resident CHILD CARE OFFICER required at this E.S.N.(M.) School caring for boys aged 11 to 16 years.
Salary £1,8[illegible] to £2,520 plus £412 supplements. Board and lodging charge £411 per annum.
Application forms from the Chief Education Officer, (GAA), P.O. Box 4, Lewes, BN7 1SG.

WALTHAM FOREST
(London Borough of)
EDUCATION DEPARTMENT
HOUSEPARENT (Resident)
HAWKSWOOD SCHOOL
Antlers Hill, London E4
Applicants should be lively and energetic people interested in providing a supportive environment for up to seven primary aged children with a learning handicap. The Hostel is purpose-built and will provide weekly boarding facilities, Monday to Friday during School Terms only. Pupils will not normally be in residence at the weekends, or during school holidays.
Salary N.J.C. Grade 2, £3,[illegible]-£3,50[illegible] per annum. A deduction of £[illegible] per annum will be made in respect of board and lodging.
Apply by letter in the first instance giving details of qualifications and experience to date and the names and addresses of two referees to the Head Teacher, Mr [illegible], Hawkswood School. Send stamped addressed envelope for further details.
Closing date: 9th December, 1977.
Please Quote Ref.: G.750.

Recently we have interviewed many well-qualified, personable, experienced people for a child-care and a teaching post. We seem to be very difficult to please for we have been unable to find anyone who is right enough for staff and children. Read the advertisement on page 58 under Oxfordshire: Mulberry Bush School and if you are interested please write enclosing curriculum vitae, to the headmaster.

Durham County Council
Education Department

AREA SENIOR EDUCATIONAL PSYCHOLOGIST

Soulbury Salary Scale—Burnham Head Teacher 9 equivalent (£6,969-£7,593 per annum plus £312 supplement throughout plus £159 pay award).

Applications invited for post of area senior educational psychologist. Post (one of four at this grade) carries responsibility for coordination and guidance work of Central Area Team of County Psychological Service and child guidance network centred on Durham City.

Applications will only be considered from graduates holding a good honours degree in Psychology and an approved post-graduate qualification in educational psychology who have qualified experience in teaching and as fully qualified educational psychologists.

Housing available in the new town of Peterlee if required. Other rented accommodation might be available at the time of appointment.

Further particulars and form of application (to be returned by 9th December, 1977) on receipt of stamped addressed envelope, from the Director of Education, P.O. Box, County Hall, Durham DH1 5UJ.

METROPOLITAN
BOROUGH OF
ROTHERHAM

Department of Education

ED 10

PRINCIPAL ASSISTANT, HIGHER EDUCATION

Salary Scale P.O.2(3) £6,226 to £6,006 plus supplements of £312 and £208.56 p.a.

This fourth tier post in the Education Department is closely involved with the work of the Authority's four further education colleges and awards scheme for students. There is also a more general role to be fulfilled in relation to all extra-school educational matters. Applications are invited from experienced teachers who seek a career in education administration or from those already working in local authority education departments who wish to vary their experience. The post carries a car allowance and car purchase facilities are available.

Closing date: 6th December, 1977.

Application forms available from the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2ES. Telephone Rotherham 63211 ext. 26.

B. W. Ellis, Director of Personnel Resources.

HERTFORDSHIRE COUNTY COUNCIL

Careers Service

SENIOR CAREERS OFFICERS (2 POSTS)

(1. North Hertfordshire. 1. Dacorum (Hemel Hempstead, Berkhamsted and Tring)

Salary: £3,825 to £4,095 plus £312 Supplement, Phase 2 and appropriate Fringe Allowances. Car User Allowance available.
Applications are invited from qualified and experienced officers for these two posts, to assist the Divisional Careers Officer in the administration of the Careers Service in the Division, and to undertake a reduced case load of advisory work. In North Hertfordshire (based at Hitchin) the case load will be with young people of all abilities and in Dacorum (Hemel Hempstead), with young people taking GCE Advanced level courses.

CAREERS OFFICERS (3 POSTS)

(2. Mid Hertfordshire. 1. East Hertfordshire)

Salary: £2,922 to £3,702 plus £312 Supplement, Phase 2 and appropriate Fringe Allowances. Experience will be taken into account when determining the starting point. Car User Allowance available.
Applicants should hold the Diploma in Careers Guidance, or expect to do so in the near future. An interest in developing work with young people taking G.C.E. 'A' level courses would be an advantage in one of the Mid Hertfordshire posts.

Details and application forms from the County Careers Officer, County Hall, Hertford, to be returned by 9th December, 1977.

NORTH YORKSHIRE COUNTY COUNCIL

SENIOR EDUCATION WELFARE OFFICER

Skipton

Salary: AP4 (£3,366-£3,702 per annum plus £495.90 to £512.70 annual supplements)

Applications are invited from men and women, preferably with good experience for appointment as Senior Education Welfare Officer, Skipton area. Full removal expenses, assistance with legal and re-settlement expenses, and a lodging allowance payable in appropriate cases.

Application forms (to be returned by 9 December, 1977) and further details from the County Education Officer, County Hall, Northallerton DL7 8AE.

CAREERS OFFICER

AP3/4 £3519-£4299 p.a. plus 5% Supplement subject to a minimum of £130 p.a. and a maximum of £208 p.a.

Applicants must be qualified Careers Officers but both experienced and inexperienced candidates will be considered. The post is attached to the Hayes District Careers Office but the postholder should be prepared to be mobile within the Borough.

Hillingdon is the most westerly London Borough bordering Bucks and Herts, yet offering easy access to Central London.

Fringe benefits in appropriate cases may include 75 per cent removal expenses, legal expenses involved in house purchase to a maximum of £400 and temporary lodging allowance.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone UXB. 50589, quoting ref.: E/26/92XE.
Closing date 9.12.77.

LONDON BOROUGH OF
HILLINGDON

Educational Psychologists

DONCASTER METROPOLITAN BOROUGH COUNCIL. SOCIAL SERVICES. SOCIAL WORKER (South West Area). Applicants should preferably be qualified Social Workers but consideration will be given to persons with experience and suitable qualifications in allied fields of work who are prepared eventually to undertake professional training. Full driving licence essential.

Salary: Qualified, £2,853 to £3,474 plus £142-£520 variable supplement; Unqualified, £2,039 to £3,006 plus £142-£330 variable supplement.

Informal enquiries to Job Cunningham, Area Social Services Officer, Sylvia Hunting or Peter Ludbrook, Group Leaders (Tel. Doncaster 21456). Application forms and further details from the Chief Executive (Personnel Section), Doncaster Metropolitan Borough Council, 2 Priory Place, Doncaster DN1 1BN. Tel.: 0302 20521.

Closing date for applications is the 9th December, 1977.

NORTHAMPTONSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

£4,017 to £6,660 (plus supplement £312 plus £189 per annum)

Applications are invited from fully qualified EDUCATIONAL PSYCHOLOGISTS for a post in the Northamptonshire School Psychological Service to be based at Kettering. The person appointed will also work within the authority's child and family guidance service. Closing date: December 9, 1977.

Application forms and further details may be obtained from the Personnel Officer, County Hall, George Row, Northampton. Telephone: Northampton 34833, ext. 8357.

Examiners

LONDON
THE UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for appointment as MODERATOR in COMPUTING SCIENCE in the G.C.E. examination with effect from 1 August, 1978.

Applicants should be graduates or hold appropriate qualifications and be between the ages of 25 and 65. Recent teaching and G.C.E. examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 16 December, 1977.

Applicants should state post and enclose an addressed foolscap envelope.

MIDDLESEX REGIONAL EXAMINING BOARD
for the Certificate of Secondary Education
53-63 Wembley Hill Road, Wembley, Middlesex HA9 8BH
01-903 [illegible]

Applications are invited from persons with suitable qualifications and appropriate teaching experience for the following posts:

1. for the 1978 examination: JOINT CHIEF EXAMINER in GEOGRAPHY; CHIEF EXAMINER in CHEMISTRY
2. for the 1978 examination: (a) VISITING EXAMINERS, preferably resident in London or the Home Counties area, to conduct and/or assess practical or oral examinations in ENGLISH, METALWORK; (b) ASSISTANT EXAMINERS in WOODWORK. ASSISTANT EXAMINERS in TYPEWRITING.

Application forms and further particulars may be obtained from the undersigned to whom completed forms must be returned by 12th December, 1977.

R. L. NUTTALL, Secretary to the Board.

Librarians

HUMBERSIDE COUNTY COUNCIL
LIBRARIES AND AMENITIES DEPARTMENT
PROFESSIONAL LIBRARIAN
AP1 to AP3
Post No. 67

(£3,127 to £3,702 plus £312 supplement plus 5 per cent of total salary, minimum of £130.32, maximum of £208.06)

NORTH DIVISION

Full range of professional library duties initially based at the Bridlington Library. Qualified preferably chartered librarian.

Application forms available from and returnable to Director of Libraries and Amenities, AS, Central Library, Albion Street, Hull. Closing date: 5th December, 1977.

Miscellaneous

LONDON, S.W.7 ROYAL COLLEGE OF ART. A CATALOGUER is required to be responsible for classification, accessioning and organisation of the college slide collection. Background in art, design or architecture is essential. Experience in picture research for publication an advantage. Salary on scale £3,534 to £4,201 p.a. according to qualifications and experience.

Further details and application form can be obtained from the Assistant Registrar (Staff), Royal College of Art, Kensington Gore SW7 2EU.

Durham County Council
Education Department
DISTRICT EDUCATIONAL PSYCHOLOGIST

Applications invited for single post at district basic grade educational psychologist in well-established County Psychological Service team of twenty. Post involves responsibilities in schools, child guidance teams and some hospitals, as well as with pre-school children. Work in collaboration with colleagues in area health authority and in education and social service departments of local authority.

Commencing salary for fully qualified officers dependent upon experience in field, but not less than £5,310 rising to £6,660 with Pay Policy additions of £312 and £189 per annum throughout, giving effective scale of £5,811-£7,161 per annum. Career Development Scheme also in operation. Although preference will be given to fully qualified educational psychologists, County also has secondment scheme for trainees with suitable qualifications and teaching experience. Consideration may therefore be given to appointment of trainee.

Housing available in new town of Newton Aycliffe. Other rented accommodation might be available at time of appointment. Generous assistance with removal expenses. Car user allowance.

Further particulars and form of application (to be returned by 9th December, 1977) on receipt of stamped, addressed envelope, from the Director of Education, County Hall, Durham, DH1 5UJ.

London Borough of Wandsworth
THE ROYAL PHILANTHROPIC
REDHILL, SURREY

The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), a Regional Assessment Centre (52 boys), and an Intensive Care Unit (28 boys).

Applications are invited for the post of :—

RESIDENTIAL SOCIAL WORKER

NJC SENIOR GRADE

The person appointed will work as a member of a closely integrated team in the treatment of 28 boys age-range 12 to 17 years. These boys have usually been unable to accept help in open situations and present many behaviour problems.

The Unit is very well staffed with experienced residential workers, both men and women, who between them provide an interesting and varied programme of activities as well as counselling support under the guidance of a psychiatrist and psychologist.

Qualifications and experience in residential child care an advantage, but applications will be considered from men or women who have a genuine concern to be of assistance to boys who have experienced many difficulties in life.

It will, however, be essential to be in sympathy with the needs of the boys and to offer enthusiasm and a degree of expertise in some specified subject or activity.

Salary: £2,607 to £3,282/£3,957, according to qualifications and experiences, plus £168 special allowance, plus £312 and Phase 2 supplements, plus (non-residents only) £180 Fringe London Weighting Allowance.

Accommodation: three-bedroomed, with full central heating and garage, at moderate rental.

Application forms and further particulars: obtainable from Principal - Secretary (foolscap S.A.E., please). Application forms returnable within two weeks of publication of this advertisement.

ASSOCIATE EDITOR

Holt-Saunders requires an Associate Editor to commission a variety of materials for its developing school list. Salary negotiable from £5,500 and car provided.

Please write or telephone the Editorial Director on Eastbourne (0323) 638221 for an application form.

CHESTER (City of) PLAY LEADER. £2,712 to £3,537 per annum plus £312, plus Phase II Supplement. A Play Leader is required at the Blacon Adventure Playground which is already well established and serves the needs of children of all ages. The Playground is currently being extended to provide facilities for handicapped children. The principal responsibilities of the post are to develop and encourage creative play activities, both indoor and outdoor; to stimulate interest in the Playground amongst the local community; and to be responsible to the Management Committee for the efficient operation and administration of the Playground. The Play Leader is assisted by a full-time Assistant and part-time Assistant.

The Playground therefore offers scope for someone with imagination and enthusiasm; and applicants should have organising ability and experience in related fields of work, e.g., teaching, or youth work, or community work, or social work, etc.

The commencing salary will be determined by reference to age, qualifications, and previous experience.

The Council will provide, in appropriate cases, generous assistance with removal and disturbance costs. The Council will also provide suitable housing accommodation in the area.

For further particulars, including a job description and an application form, please write to or telephone the Personnel Office at the Council Offices, The Forum, Chester CH1 2HJ. Tel. No.: Chester (0244) 40144, Ext. 2134.

Completed application forms should be returned by 5th December, 1977.

LONDON
INNER LONDON EDUCATION AUTHORITY
RAVENS AIT CONFERENCE AND WATER SPORTS CENTRE
Surbiton, Surrey KT6 4HN
RESIDENT ASSISTANT WARDEN

required to be responsible to the Warden as a professional assistant for conferences and courses etc. not related to watersports.

Applicants should have a Youth Service qualification and relevant experience, including some previous involvement in the organization of training courses and conferences in educational and other contexts.

Applications will be considered from single persons or from married couples where a spouse could also be appointed in a catering or domestic capacity. A shared furnished flat would be available to a single person and a self-contained flat would be available to a married couple.

Salary £3,540 to £3,762 including allowance(s) together with emoluments of furnished accommodation.

For further details and application forms please apply to Miss Ross, EO/Estab.6, The County Hall, London, SE1 7PB or telephone 01-633 7160.

ENGLISH AS A FOREIGN LANGUAGE

Representation, free-lance basis, world-wide, sought by Government approved London-based ENGLISH LANGUAGE SCHOOL. Groups or individuals earn a commission of 15 per cent on published fees. Please write in confidence. Write Box TES 2010, The Times WC1X 8EZ.

WORLD-WIDE EDUCATION SERVICE
PNEU

TUTOR (part-time) required to enlarge team dealing with home education service to overseas families and schools. Suitable primary teaching experience essential. Modified Burnham Scale.

Apply by letter giving curriculum vitae, references and any specialist interests to Director, PNEU, Murray House, Vandon Street, London SW1.

BIRMINGHAM January. Educational Publishing Company requires part-time area MANAGERS. Party Plan. Interesting rewarding work. Combines well with family, or other responsibilities.

Apply regional manager, Pearl Piper, 20 Woodland Rise, Sutton Coldfield.

Outdoor Education

PERMANENT INSTRUCTOR

required from January

Skiing experience essential; climbing, canoeing or sailing experience also required.

Salary on a scale equivalent to Burnham Scale 1.

Write for details to Bowles Outdoor Pursuits Centre, Eridge Green, Tunbridge Wells TN3 9LW. Closing date two weeks from today.

English as a Foreign Language

CAMBRIDGE Female TEACHER required for January by progressive language school. Part-time post (15 hours) initially, with possibility of full-time post after 6 weeks. T.E.F.L. qualification and two years' T.E.F.L. experience essential.

Preference will be given to applicants with experience of teaching at an advanced (Cambridge Proficiency) level.

Telephone 0223 77230/77262 for further details.

EPSOM Permanent teachers are required immediately.

Successful candidates are likely to be graduates with a T.E.F.L. qualification and at least two years' experience in T.E.F.L. Ability to teach E.S.P. (business) is an advantage. Previous applicants need not reapply. £3,440 per annum.

Forms from English College, 18 Copse Ridge Avenue, Epsom, Surrey. Telephone: Epsom 27061.

EXPERIENCED E.F.L. TEACHERS REQUIRED
KURSVERKSAMHETEN VID STOCKHOLMS UNIVERSITET
the EXTRA MURAL BOARD of the UNIVERSITY OF STOCKHOLM

invite applications from experienced E.F.L. TEACHERS for full time teaching positions available in the Stockholm area from the third week of January 1978. The work will involve teaching adult classes at all levels of ability with the possible addition of some work with schoolchildren.

Candidates should possess a university degree and/or teaching qualification and have had at least one year's full time practical experience teaching E.F.L.

Salaries, though paid monthly, are calculated on an hourly basis (18.00 Sw. crowns per hour gross) and are normally exempt from taxation in Sweden providing the length of stay does not exceed two years. Conditions of service are in accordance with current agreements with the Swedish Teachers Unions. Fare to Sweden paid.

Interviews will be held in London between 12-16 December 1977.

Letters of application accompanied by curriculum vitae giving full details of educational qualifications and experience and names of 2 referees should be sent immediately to The Director of Studies, English Department, Kursverksamheten vid Stockholms Universitet, Box 5007, 104 80 Stockholm, Sweden. Please also include your telephone number.

KENT
DIRECTOR OF STUDIES
Ramsgate, Kent

Required by medium-sized school, to commence no later than March 1, 1978. The successful applicant will have a minimum of five years' teaching experience, will be suitably qualified, have administrative experience and proven managerial ability.

The initial incremental salary will be £4,300 to £5,800 dependent on experience.

Please apply in writing, with curriculum vitae, to Churchill House School of English Language, Ramsgate, Kent.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

ENGLISH LANGUAGE SERVICE

Applicants must be successful infant experienced TEACHERS to join an established team of 50 teaching English, as a second language, to small groups in schools. Regular team meetings are held during the school day and opportunities exist for In-Service training.

Scale 1 and 2 posts available. Closing date December 7th, 1977.

Application forms and further details obtainable on receipt of stamped addressed envelope from Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

TEACHER OF ENGLISH as a foreign language required by D.E.S. recognised language school. Permanent post. Must be qualified but not necessarily in E.F.L. as courses are available. First post teachers welcome to apply. An active interest in sport is essential as the post involves organizing sporting activities, e.g., football, tennis, etc. Commencement January 5, 1978. Closing date for applications December 1. Please apply in writing enclosing curriculum vitae to Wessex Academy, 84-86 Bournemouth Road, Parkstone, Poole.

Public Notices

CHARITY COMMISSION

CHARITY OF F. M. PIRIE FOR EDUCATION

The Charity Commissioners propose to make a Scheme for this charity. Copies of the draft Scheme may be obtained from them (ref. 162179-1 L1) at 14 Ryder Street, London SW1Y 6AH. Objections and suggestions may be sent to them within one month from today.

Educational Courses

BRUNEL UNIVERSITY
DEPARTMENT OF GOVERNMENT
M.A. IN PUBLIC AND SOCIAL ADMINISTRATION

The Department of Government offers places to a Masters course in public and social administration.

The course is offered both as a one year full-time and a two year part-time course involving attendance of one day a week.

The education option includes the study of the organization of the education service at all levels and the analysis of its main policies. Options in health, housing, social services and social security are also offered in this course.

Application form from SAM, Department of Government, Brunel University, Uxbridge, Middx., enclosing a 7p., 9.5in. by 6.5in. s.a.e.

Closing date for applications: December 31, 1977.

ROCKLEY POINT SAILING SCHOOL AND CENTRE
SAILING/CANOEING/SWIMMING ACTIVITIES

Courses for schools 8-18 years. Accommodation at the school in caravans. Special Group rates including organizer. R.Y.A. recognized school.

Write or phone for details: 40 Rockley Sands, Poole, Dorset. Poole 77272.

SURREY
THE UNIVERSITY
DEPARTMENT OF ADULT EDUCATION
MSc IN EDUCATIONAL STUDIES (Part-time)

Applications are invited for admission to the Advanced Diploma/MSc Course in Educational Studies. This two-year course is intended for teachers and administrators from the education service and a wide variety of professional and industrial backgrounds. Students will be expected to attend the University at least one afternoon and evening or two evenings a week during term time. The course covers Key Issues in Education, and options in Adult Education, the Management and Administration of Education and Curriculum Studies.

Entry is open to graduates and others with appropriate professional qualifications and who have at least three years experience in teaching and/or administration.

Further details and application forms from the Academic Registrar (PGA), University of Surrey, Guildford, GU2 5XH. Closing date: 17 February 1978.

TEACHING ENGLISH AS A FOREIGN LANGUAGE

St. Giles English Language Teaching Trust organizes four week courses at St. Giles College (Highgate). Next intensive full-time course from 16 January to 10 February, 1978.

The course is suitable for inexperienced teachers with appropriate academic backgrounds.

Applications to the Director (TEFL), St. Giles College, 51 Shepherds Hill, Highgate, N.6.

TEFL COURSES

Regular monthly one-week training courses in strict direct method TEFL are held in London (Mondays to Fridays, 9.30 to 4.30 p.m.) for intending teachers of English as a Foreign Language. No charge is made for applicants for posts abroad with the Inlingua organization.

For full details of these Inlingua method courses and our appointments scheme, write (a) very briefly, (b) stating whether qualified teacher or not, and (c) whether available for a post with Inlingua and from what date, (d) enclosing a first or second-class stamp (International Reply Coupon or foreign stamp if abroad) but NOT a stamped addressed envelope, please, to: Inlingua Teacher Service, Department M, P.O. Box 39, Canterbury CT1 1HZ.

T.E.F.L. COURSES

LINGUARAMA LTD., will be holding a one week course in the Teaching of English as a Foreign Language from December 12-16 1977.

The Course is residential and candidates should possess a University degree or Teaching Certificate (or similar qualifications).

A number of teaching posts in Portugal, Spain, England, Japan, Finland, Greece, Brazil, Germany and Italy may be available for successful trainees for the academic year 1978-1979.

Courses are conducted by Direct Method experts. The fee will be £90 plus V.A.T. and includes instruction, teaching manuals, private room and all meals as well as the use of recreational facilities.

For further information please write to Linguarama Ltd., 53 Pall Mall, London, S.W.1. Attention Staff Manager, T.E.F.L. Courses.

A LIVING LINK with the sail—spend five days on a famous sailing barge. Help work the ship on coast trade routes, discover estuaries, explore salt-marsh, shingle-bank, encounter North Sea shipping and historic ports. Five-day voyages, April to [illegible] 1978, a few dates still open. Groups of 12 pupils, free place for teacher. No previous sailing experience necessary.—Details from East Coast Sail Trust, 21 Bull Lane, [illegible] Essex.

ENGLISH Language School [illegible] residential courses [illegible] students.—Middleton [illegible] 52205 (Oxfordshire).

FRENCH LANGUAGE COURSES Paris and Tours. For [illegible] write to [illegible] 51 [illegible] Road, [illegible] Kent. Telephone [illegible] 31216.

Awards and Scholarships

OXFORD
NEW COLLEGE CHOIR

Voice Trial on Saturday, January [illegible] 1978, for boys between [illegible] and [illegible]. Free board and tuition fees for choristers at New College School. Normal school days.

Particulars from the Headmaster, New College School, Savile Road, Oxford.

SALISBURY CATHEDRAL CHOIR

A Voice Trial will be held on Saturday, 21st January, 1978, for boys aged seven to nine [illegible] Choral Scholarships of up to [illegible] the current boarding fee. The Cathedral School is a preparatory School of 120 boys and day boys.

For particulars apply to the Headmaster, The Cathedral School, The Close, Salisbury, [illegible]

SUFFOLK
ST. FELIX SCHOOL
Southwold
ENTRANCE SCHOLARSHIPS 1978

TWO SCHOLARSHIPS of [illegible] a year are offered to girls [illegible] 10½ and 11½ on January 1, 1978. TWO SIXTH FORM SCHOLARSHIPS are also offered to girls wishing to do three "A" levels. Further details from the Bursar.

WORCESTERSHIRE
THE ABBEY
Malvern Wells, Worcestershire

SCHOLARSHIPS and EXHIBITIONS (value of up to £600 each per annum) will be offered to girls over 11 and under 13 on September 1st, 1978 on the result of examinations to be held on January 23rd and 24th 1978. One award may be made for music or art.

Further particulars from the Headmaster.

Educational Representative

Ginn & Company Ltd have two vacancies for Representatives, one to cover an area comprising London and the Home Counties, including Buckinghamshire, the other Representative would be required to cover West Midland, and Wales.

In both cases, preference would be given to applicants based centrally in the area to be covered.

Applications are invited from persons with a sound understanding of the education field in its broadest aspects.

Regular duties include visiting schools, colleges and advisers. The ability to provide perceptive reports on the needs of schools would be an important asset, and teaching experience would be valuable. Ginn books are well established in schools, and an exciting range of new books is planned for the immediate future.

This is a rewarding selling job, with excellent career prospects. Good salary, pension scheme, company car. Please write to Eric Keartland, Marketing Director,

Ginn & Company Ltd
Elsinore House Buckingham Street
Aylesbury Bucks HP20 2NQ

Coventry Industrial Language Unit

Project Organiser required to take charge of the Industrial Language Service. Salary F.E. Burnham Lecturer 2, minimum £3,279-maximum £5,493 (plus 1976 supplement of £312 p.a. and 1977 supplement of between £153 and £180 p.a.).

The Service organises English language training courses for the migrant work force and background seminars for other workers. It also acts as a Consultancy and Information Centre for employers and other agencies working with migrant labour.

The Organiser will be required to negotiate, develop and teach appropriate functional language courses and be involved in the other activities of the Service in collaboration with an Assistant who is already in post.

Applicants are expected to have experience and qualifications in the teaching of English as a Second Language and an ability to relate well in a multi-cultural setting. Some administrative and industrial work experience would be useful.

Further particulars and application forms can be obtained from the Director of Education, Education Department, Council Offices, Earl Street, Coventry CV1 5RS (telephone 0203 25555, ext. 2104) returnable by 9th December.

coventry

Personal

Announcements

A PRIVATE ADVANCE
£25 UPWARDS

arranged without security or delay. CAMPBELL & ROBSON LTD. 107 Jermyn Street, London, S.W.1. Write, call or phone 01-839 7930.

CHRISTMAS EVENTS FOR CHILDREN AT THE NATIONAL GALLERY

During the Christmas holidays and for the last few days of term, the National Gallery will be showing a new, light hearted audio-visual quiz called, "Got the Picture?", expressly designed for both adults and children. This will begin on December 12th and run through January.

There will also be quiz-sheets for children aged 8 to 14 years on two Christmas themes—Angels and Food. These will be continuously available from December 5th to January 14th during normal gallery hours (10 to 6 p.m. Monday to Saturday, 2 to 6 p.m. on Sundays). All events are free, but children are asked to bring a pencil.

School parties are welcome but booking is essential, telephone 01-839 3321 ext. 266.

The National Gallery will be closed for Christmas on 24th, 25th, 26th and 27th December.

New Year closing to be announced.

EMIGRATE WITH BREWER & TURNBULL

Free quotations and qualified advice on all aspects of overseas removals.

Special terms to the teaching profession.

Write to Brewer & Turnbull, Freepost, Birkenhead L41 1AH.

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Celebration in the air

Hilary Finch on music and education

Messiah-time is coming round again. Posters for this and other appropriately festive works are beginning to flap in the wind—and nowhere more than in the north of England, that bastion of the English choral tradition.

But how many young people are getting a look in? Roy Rimmer, music adviser for Leeds and director of the Bradford Festival Chorus, keenly aware that many choral societies are getting a bit long in the tooth, asked himself this question and answered it by forming a new choir, the Leeds Youth Chorale, to bridge the gap between high schools (where there are fewer and fewer SATB choirs) and the local choral societies.

The first rehearsal, directed by Mr Rimmer with the help of Richard Bloodworth, a local senior master, took place near the beginning of term in September. Now about 70 singers aged 14 to 21 from high schools, colleges and work throughout the Leeds Metropolitan area are devouring Handel, Fauré and Constant Lambert one evening a week—and this despite homework and transport difficulties (the new Leeds area is almost as big as the old West Riding).

Mr Rimmer aims for about 250 singers eventually, and hopes to be taking the choir around to recruit more members. They are going to Norway next year and on December 22 they will be giving their first concert at St Michaels Church, Headingly—carols old and new—and, of course, extracts from *Messiah*.

At the other end of England, a choir of over 300 young people from 10 maintained and independent schools in Surrey will be joining the Surrey Youth Orchestra to sing Handel and Elgar's Coronation anthems in concerts next Wednesday and on December 2 at the Dorking Halls. The concert will come as the climax to the county's Jubilee Youth Festival of the arts, and the orchestra will be playing Elgar's *Triumph March from Caractacus*, Vaughan Williams's *Fantasia on a theme of Thomas Tallis* and Kenneth Platts's *Elizabethan Dances*, after its moment of glory at the Schools Prom on Monday.

From Elgar in Surrey to a steel band festival in Kensington. Any school with a steel band is invited to come and watch the dancing, singing and a wide variety of ways of using the steel pan at the Commonwealth Institute, High Street, Kensington, on December 7 and 8 between 1.45 and 3.45. Enquiries to Schools Reception Centre, Commonwealth Institute, Kensington High Street, W8 6NQ.

Decca, who market the Oiseau-Lyre Florilegium series of early music recordings, are sponsoring an interesting project for schools to be organized in conjunction with the 1978 York Early Music Festival, which will take place in York during the July 8 to 9 weekend. Project organizer John Kehoe is adamant that it is not a competition. Schools taking part will be invited to choose a topic which enables a number of activities, such as art and craft, dance, history and geography, to be composed into an original presentation centred on a musical performance. The idea is to encourage a broader approach to music education such as is being pioneered in some schools where early music is taught.

Open to primary and secondary schools to sixth form level, the Schools Early Music Project is expected to make a considerable impact on the 1978 York Early Music Festival. Enquiries to the Classical Promotion Department, The Decca Record Company Limited, 9 Albert Embankment, London SE1 7SW.

One of the many consequences of widespread interest in early music has been a fascination with and concern for original instruments—and England is fortunate in having several collections, many of which encourage the instruments to be played as well as gazed at under glass.

But overseas collectors are always ready to offer high prices (a finely decorated sixteenth-century municipal horn was saved a few years ago at an enormous price, even though it could only produce one bawling note) and if it were not for public funds and private trusts, many instruments would have to leave the country.

Such is the plight of the Oxford Foundation for Historic Musical Instruments, which helps guard and preserve priceless items like a £3,000 ivory-mounted recorder of Handel's day for the pleasure and use of students and professional players. Anthony Baines, curator of the Bate Collection (telephone: 0865 47069), hopes to raise £20,000 in the next three years to safeguard the instruments. Ye that have ears to hear. . . .

The next MIE column will carry reviews of schools' Christmas musical events: if you would like to be in the running for a mention, let us know as soon as possible about your school's carols, orchestral concert/oratorio/pop cantata, sleigh bell recital, etc.

Saturday spectaculars

Heather Neill on theatre and education

The Young Vic offers a world premiere tomorrow morning—at 10p a ticket. *Abracawhat?* is a play with music and magic by Victoria Wood, who appears as the magician's apprentice. This is the third Saturday morning session (11.30 to 12.30) for children of four and over. Future attractions include Desmond Jones, the mime, on December 3, a concert by the London Serpent Trio on December 10 and, on December 17, the Young Vic Christmas Box, featuring the Galliard Ensemble (brass players from the Royal Academy and the Royal College of Music) with actors Nicky Henson and Judy Wilson in a party with carols, stories, poems and Victorian games.

The series began on November 12 with *Professor Crump meets the Beady Eyed Monsters*, a plotless farrago about some spectacularly altered bug-eyed lavatory brushes which failed to cause the least frisson of fear in the audience. They enjoyed the jokes, though: the play developed, if that is the word, into an attempt to force a moth-eaten stuffed dog through a hoop *under its own wheelpower*. Some members of the audience proved more unnervingly beady-eyed and monstrous than anything on stage, frequently predicting the next move both audibly and accurately. The actors (Paul Goddard and Mitch Mitchelson) coped remarkably well with material and audience. For information about Young Vic children's touring shows (London only) telephone Ann Feltham (01-633 0133). *Sky Stop*, by Denise Coffey, is an adventure for nine to 11-year-olds which involves two people fogbound at an airport, and Vivien Lovitt's *Humbleday and the Rattling Rat*, for five to eight-year-olds, is about an uppity royal shoemaker.

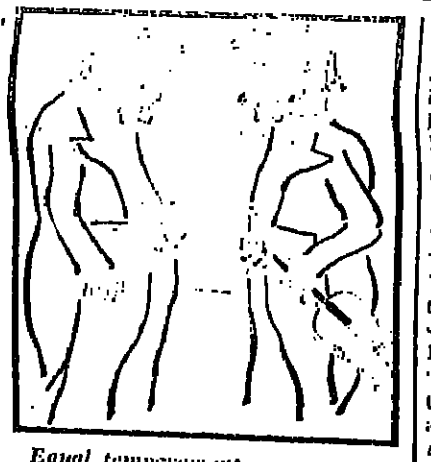
It is always heartening to come across a headmaster who gives drama its rightful place in the curriculum. Mr John L. Stibbs of Southbourne School in the London borough of Hillingdon has organized the timetable so that everyone in the first three years gets a [illegible] minute lesson every week; there is a flourishing CSE class and opportunities to take O level drama. Yet three years ago, before Mr Stibbs's appointment, there was virtually no drama in the school and Rod Head, despite being a drama specialist, was teadi English. Now he has a full dr timetable and helps with prod tions after school, though emphasis is on getting the childr to take responsibility and initi themselves.

During my morning visit I s second years grapple with t difficulties of communicating w an extra-terrestrial alien who kn nothing of English supermar mores, some first years improvi their own version of the Annun tion and a CSE group do concentration exercises. The la also demonstrated a piece they h put together themselves on the theme Boy meets Girl—an enthusiastically performed original danc drama based on the Adam and Eve story. For first years there has been a cross-curricular project on Primitive Man, the results of which can be seen about the school. The drama contribution was shown to parents recently.

Mr Stibbs and Mr Head are justifiably proud of their achievement at Southbourne, a secondary modern until this year when it received its first comprehensive intake. They claim that the introduction of drama has had a beneficial effect on individual children and on the school as a whole and would like to talk to other heads and teachers who are interested in their experience. (01-[illegible] 8761).

Let us hope that the new National Association for the Teaching of Drama will increase contact between drama specialists. Meanwhile, teachers who would like information about the developments in drama education and other teachers' points of view could do worse than subscribe to ID (Information for Drama). There are three issues a year, available from the Editor, ID, Drama Department, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ at £2.00 per annum. The Summer 77 edition contains articles on "Drama, Rock and the Theatre Arts Centre", "Drama and Autistic Children" and "Drama Music and Art" amongst others. There are also book reviews and news pieces. This is an interesting publication, written by practitioners and all the more valuable for that.

Equal temperament . . . "One might misconstrue this term as referring to the type of performer whose emotions are untouched by whatever music he happens to be playing. Such players . . . can remain unnoticed as they placidly endure the tumult of Tchaikovsky or the battering of Berlioz . . ." Of course, we all know that equal temperament really has to do with B sharp and C not being the same thing at all (especially not on a Well Tempered Clavier). But, for those who want to make absolutely certain (and also check up on the true meaning of canon, crooks, decoration, false relations, interval, organum and sextet then Antony Hopkins's Downbeat Music Guide, illustrated by Marc and published recently by Oxford (£1.95), will enlighten and reassure.



Equal temperament

Manchester. Contact Theatre. Alan Bleasdale's new play, *No More Sitting on the Old School Bench* is set in a comprehensive school and involves 20 children from the Ducie High School. Until December 10.

Oxford. The University Dramatic Society will present *Timon of Athens* tonight and tomorrow at 2.30 and 8.00 p.m.

The Women's Theatre Group are touring London with their latest show, *Pretty Ugly*, a musical for 12 to 15-year-olds which examines "the social and personal dilemmas that can arise when the individual and the image come into conflict". Available all over the country. 01-278 6783.

Trilogy of trouble

Christopher Griffin-Beale

Billy. Jimmy. Aycliffe.
Thames Television. Tuesday nights.

Thames Television's trilogy about violent children is to be praised for attempting to aid public understanding and for doing so, thanks to producer/director Michael Whyte, without a trace of sensationalism.

After *Billy* and *Jimmy*, two programmes about individual children, the trilogy ends next Tuesday at 10.30 pm with *Aycliffe*, a film about an assessment and treatment centre.

Devoting a programme to one child raises special problems, not least the psychological impact of the notoriety on the child. And even with that particular focus, one still does not know enough about the individual case to judge the conflicting evidence. Moreover, in *Billy* and *Jimmy* we were alienated from the children by seeing them only recount their actions.

In *Aycliffe*, however, we observe violence itself and professional attempts to deal with it. The film succeeds because its subject matter lends itself to the techniques of a documentary (and Whyte and his crew perform with skill), whereas an adequate exploration of individual psychology and family interaction demands the insight of a dramatist.

Billy's story, leading to his trial for assault about 18 months ago when the programme was filmed, is told largely in his "own words"—many of them obscene and four-lettered. Billy seems all too ready to describe and label his actions: one senses a tendency to exaggerate for effect—indeed he actually admitted to exaggerating his boxing prowess. His much-quoted threat to kneecap his stepfather—far more extreme than anything he has yet attempted—is not totally convincing.

Jimmy, on the other hand, seems more confused, and less eager to face the camera. The second programme concentrates on his fate since he was expelled from school and put into care at 12, shunted from one institution to another, sliding deeper into delinquency. When the social workers finally placed him in a maladjusted boarding school he had to return to London 60 times in one year to face the charges he had meanwhile amassed. After further expulsions and delinquency, he is now—it seems—in detention.

The programme's focus implies a damning indictment of the system, but although the delays and uncertainty obviously failed to help Jimmy, I am unconvinced that the delinquency was actually caused by this treatment. The violence and disturbance he had already manifested at home and school, and which led to the care order cannot be ignored. The real issue here is his early family life and the paucity of facilities for extreme cases.

Aycliffe, County Durham, offers such facilities. The film's three parts observe its separate functions, as short-term secure assessment centre for children who need protection for society's and their own sake; and as a long-stay community home with educational facilities, where rigid initial discipline is gradually relaxed to encourage children to take some responsibility for their own behaviour. Interspersed with this brilliantly captured footage—and equally powerful and significant—are the comments of Aycliffe's principal, Dr Masud Hoghughi, who frankly admits the limitations of professional knowledge. He claims the system has learnt nothing from past experience, and starkly outlines the moral cost to society of deploying the various ultimate means of curbing delinquent behaviour in its junior members.

Hoghughi's claims are disputable, but it is valuable to encounter such candour from a professional, allied with obvious authority and dedication. He has surely earned the right to criticize both the shortcomings of his own profession and those of a society which constantly exacerbates the problems it expects him to solve.

Look to the lady

John James reviews the RSC's 'Macbeth'

Take a small cold warehouse, 14 old beer-crates arranged round a circle painted on a dusty floor, back them with two large wooden boards and pack with talented actors working together with concentrated power and you have theatre at its most exciting. True, there are costumes of a sort, a thunder sheet and two property tables. But what you have is essential theatre: "two boards and a passion". And a production of *Macbeth* which outclasses every one I have ever seen.

Though all the groupings and most of the playing assume a proscenium rather than an audience seated on three sides, the glories of Trevor Nunn's production outshine its defects. A concentrated stillness gathers audience and actors into the play. Good and evil are firmly polarized between Duncan at prayer and the witches at their sabbath. The divine nature of kingship is beautifully suggested by music and the saintliness of the old white king whose gold-encrusted cope denotes weighty authority. All this before the play begins.

Suddenly, with trumpet-tongued urgency, the Sergeant (David Howey) sounds exactly the right note that sets off the action to run without interval. Trevor Nunn adds marvellous touches to illuminate the play. The staging of the banquet scene is brilliant. With their backs to the audience, the guests are seated in a circle facing Lady Macbeth while Macbeth and his servant, under her watchful eye, take the silver wine-vessel round. They turn away from each guest to wipe the rim in an ironic parody of the priest-king at Mass, and so the asides work naturally.

Fine, too, is the treatment of the witches as recognizable outcasts from society: terrifyingly real women whose revenge leads them to pursue the black arts, and whose Christian upbringing makes them chant their spells in plainsong. Macbeth shelters behind the crown after the news of Birnam Wood's approach, and he desperately handles the occult toys at the last. These are powerful images in a production full of riches.

Among an unusually strong cast, Bob Peck (Macduff) is splendid in anger, though the pathos eludes him. But the twin pillars of the play are Macbeth (Ian McKellen) and his Lady (Judi Dench). McKellen's face, immobile from the witches' salutation to the murder of Duncan, takes on the look of panther, tiger, ravenous wolf until, glutted with blood, his jaw hangs slack and speech becomes an effort. The conception is grand and truthful, the execution sometimes seriously defective when lines and mannerisms distort character. More soldier than poet, he has strange ways of speaking the soliloquies, but he never loses his hold on the play.

Judi Dench's Lady Macbeth is stunning in its intensity and truth. From first to last she commands rapt attention. Restless, excited, terrified, scathingly scornful, murderously ambitious, she is always a passionately loving wife and her final collapse is terrible. In the sleepwalking scene she slavers over her hands, rubs them as if she would rub away flesh itself, and her guilty eyes dart about as if The Furies moved in every shadow of the flickering candlelight which deepens the enveloping darkness. It is a performance to match what we read of Sarah Siddons.

Further education

Statements of the obvious

Frances Hill reviews "The School Years"

The School Years (Mondays, 7 pm, Radio 3), a series of nine programmes on all aspects of school life as they affect children and parents, spends too much of its time stating the obvious.

"Junior school means getting used to a new teacher, possibly a new way of working . . ." says Anne Jones, the introducer, in programme three. "And seven-year-olds can be overwhelmed by this at first and scared to ask if they don't know exactly what to do. . . ." Large amounts of this sort of comment, delivered in a bland, comfortable manner, gives the programme a tone of triteness and complacency.

"In fact the groundwork for the junior school will all have been done at the infants' stage so there's no *real* need for children to feel *apprehensive* about transferring to juniors. . . ." Here, and elsewhere, the commentary is question-begging as well as superficial. The programmes tend to be evasive on contentious issues, failing to delve very deeply.

One of the most contentious issues of all, the choice of secondary school, is scarcely examined, despite the devotion of the whole of programme four to the transition at eleven. Dr Penelope Leach (the most interesting contributor in the first four programmes) makes the pertinent statement that if an 11-year-old enters a school in which it is "high status" to rebel and "scorned" to like lessons he or she will almost inevitably, in a few years, be resisting authority and paying little attention to work.

"I do think that the expectation that an individual adolescent will behave much differently from the other members of his group is a foolish one. If he does, he is going to be a fairly unhappy adolescent. . . ."

The implications of this statement, especially for parents in urban areas, are left unexplored. In the same programme, James Hemming's contention that 20 per cent of teenagers are "naturally intellectual" and will work hard at academic subjects despite the lures of sex, motorbikes and football, while the other 80 per cent will be uninterested in anything without a particular application to their own lives, goes unchallenged. Where does Mr Hemming get his figure of 20 per cent? No comment is made, or explanation offered, on the apparent contradiction between Dr Leach's view of peer-group pressures and Mr Hemming's assumption that the "intellectuals" will work hard irrespective of teasing or scorn.

The issue handled most thoroughly, with least evidence of over-optimism, is that of the teaching of reading in the years five to seven, in programme two—although Anne Jones's initial comments seem to bode ill. "Parents are often puzzled as to why schools put so much emphasis on the kind of social skills we have been talking about. They want to know when their children are going to get down to the serious business of learning the three Rs." Her tone of voice suggests that she is about to explain that this view is hopelessly old-fashioned. Indeed, John Newson then suggests that the problem arises because parents do not understand modern teaching methods. But the discussion is taken to a deeper level, with Elizabeth Newson's contention that many parents understand the purposes of modern teaching methods very well but remain rightly worried at their children's failures in reading.

More than 80 per cent of parents (an astonishing number) are trying to help their children with reading, Elizabeth Newson claims. She suggests that schools should take parental concern seriously, and enlist parents as informed helpers in the teaching of reading.

Contributions from a parent and an infants' school head make several good points and illustrate some of the difficulties and conflicts between parents and teachers.

The main strength of the programmes so far in the series, apart from the section on reading, is in casting light on particular fears and worries children may have at different stages of school. Seven-year-olds may be afraid that when they start junior school they will have to cover a certain number of pages with writing even if they can think of nothing to say. Eleven-year-olds may be afraid that their new status as secondary school pupils may "spill over" into home life, and that they will be expected to be more adult than they are ready to be.

The remaining four programmes are "Adolescence and authority", "The search for identity", "Life after school" and "Tomorrow's adult".

BBC 2

Masters at work

Leon Arden on chess

The Master Game
BBC2, Wednesday

What a pleasure when imagination receives its just reward. The annual knockout television chess tournament, *The Master Game*, has proved so successful that now, in its third year, it is being televised to all of Europe. The first prize of £1,250 is a vast improvement on last year's £250. Perhaps better still is the appearance as a competitor of the 26-year-old World Champion Anatoly Karpov whom *Radio Times* rightly calls a living legend: the young Russian has lost only four games in the past five years while winning nine out of his last 11 tournaments.

The Master Game is the best presentation of a professional chess match for audience consumption that any country has yet come up with. And this year the BBC design department has outdone itself with an impressive new stage setting. Leonard Barden, the chess columnist for *The Guardian* and one of the best chess journalists in the business, sits at a table with Jeremy James and together they comment on the play. At another table are the two competitors. The camera shows us an electric chess board with pieces that move as if by magic and a board where isolated squares or the entire length of an open file or a bishop's diagonal can be illuminated. Most interesting of all are the comments of the players recorded after the game has ended and played back for the viewers' benefit during the contest itself. The only problem is squeezing the game, once finished, into the half-hour time slot. Short ones fit nicely, of course, but longer struggles occasionally necessitate a hurried run of moves as if we were watching speed chess. Perhaps along with the £5,000 of total prize money and the Wedgwood Trophy, the BBC might see its way clear to give *The Master Game* the full hour it deserves.

The first programme of *The Master Game* this year showed Karpov playing Werner Hug, the Swiss ex-junior World Champion who is a mathematics student at Zurich University and who can only manage to find time enough for about two tournaments a year. On the International Chess Federation grading list Hug is about 300 points below Karpov, so the outcome was predictable. But the Swiss player made it inevitable by conducting the opening much too cautiously and ending up with a cramped position in his attempt to steer the game away from those channels in which most grandmasters, and particular Karpov, excell. "Dis is a veek move", said the living legend of one of Hug's early plays.

It was, indeed, though few watching would have realized as much.

Then Karpov calmly demonstrated how hectic caution can be turned into its own worst enemy for soon Hug was like a man running every way to plug up the holes in his position. At last it all came unstuck, and once again the World Champion triumphed without apparently having exerted himself at all. It was a bit like watching the scribbling of some chamber music over Mozart's shoulder.

In the weeks to come, particularly against Miles and Larsen, we will probably see Karpov rise to new heights of calm as he politely and patiently removes, one by one, all the mental obstacles his opponents place in his path.

Catalogues

The Central Film Library, the world's oldest library of educational, industrial and general information documentary films, has produced a new catalogue containing information on 1,400 16mm films and video-cassettes. One hundred and fifty-three of the titles have only just been released. Many of the films are available on free loan and the rest can be hired at very low cost.

The old separate copies of "main" and "industrial" catalogues have been combined in the new issue which contains a brief (average 100 words) description of each film. The library has sifted through its collection and weeded out those which were out-dated or no longer useful.

The catalogue costs £1 post free and can be obtained from The Central Film Library, Government Building, Bromyard Avenue, Acton, London W3 7JB.

Films which have won awards under the British Association for the Advancement of Science Film and Television Awards scheme this year are *Coke Ovens* from the National Coal Board, a training film on the principles and operation of a modern coke oven plant; *Energy in Perspective* from BP, which speculates about alternative sources of energy in the next century; and *An Introduction to Mining Electronics* from the National Coal Board which provides information on simple electrical circuits.

Film

Obstacle course

Sue Lynas reviews a film on abortion

Of every six women who apply for a National Health Service abortion two are refused and one has the pregnancy terminated after the sixteenth week. At this stage the operation is often dangerous.

Although the law provides for the termination of unwanted pregnancies, chance plays a large part and many women are made to suffer cruelly and unnecessarily in trying to obtain their legal rights. Often they are denied them.

The British Pregnancy Advisory Service has made a film demonstrating the hurdles which women must overcome if they seek an abortion, and arguing for reforms in the National Health Service.

The Abortion Obstacle Game follows the luck of four women seeking a National Health Service abortion. The film takes the setting of a television quiz game complete with Wurlitzer organ and an obsequiously hectoring quiz master. The object of the game is to "win" an abortion within the first 12 weeks of pregnancy.

Since most women are four weeks pregnant before being certain of their condition, the game starts in the fifth week leaving only 56 days play. The contestants draw obstacle cards—Personal, GP, Consultant and Pot Luck—which propel them towards the 84th day limit.

First, the Personal cards show how social status influences the odds. The well-educated, articulate woman who is aware of her rights loses little time in approaching her doctor whereas the young, unmarried girl, afraid to tell either boy friend or parents, may well take several weeks to pluck up the courage to look for help.

The GP cards may turn up a doctor who is sympathetic and prepared to refer the woman to a consultant. But a woman might pick the one doctor in every eight who holds a conscientious objection to abortion and a Pot Luck card might place her in an area such as Sheffield or Liverpool where the odds against her are higher.

Valuable time is then lost finding another GP. Being referred to a consultant is not always a guarantee of an abortion. In the West Midlands consultants reject 50 per cent of the women referred to them.

At the end of the game one woman has "won", one, through Pot Luck, has drawn a BPAS card and obtained an abortion outside the Health Service, one has an abortion after the 16th week and one is forced to go through with an unwanted pregnancy.

The two losers then play the game again with revised rules which encompass those reforms which BPAS would like to see implemented. These include better National Health Service publicity on the availability of abortion, an area health authority list of doctors prepared to advise on abortion, at least one consultant in every hospital willing to terminate pregnancy, and closer liaison between doctor and consultant.

The film is abrasive and, in a bizarre way, entertaining. It is informative and steers clear of being either over-emotive or facetious. Abortion is not presented as a simple solution to an unfortunate problem.

As the film states clearly, it "is never a pleasant business even for the winners, but it is a remedy which a woman has a right to seek within the law. Why then has getting that remedy turned into a game of chance which thousands of women every year are bound to lose, and in which personal motives or prejudice play the final hand".

BPAS prefer that the film be seen as an accompaniment to a talk by one of their members and so schools and colleges wishing to hire the film should first contact The Information Officer, BPAS, Austy Manor, Wootton Wawen, Solihull, B95 6DA. The Abortion Obstacle Game, 16mm, colour, sound, 17 mins. Available from Concord Film Council, Nacton, Ipswich.

Briefings

Radio and tv

OU and FE

The First Years of Life (Sunday, 10.10 VHF4, Thursday, 18.35 BBC2)
The Open University's contribution to our knowledge of babies continues with "Baby Talk" on Sunday. "Clash", on Thursday, illustrates the first conflicts between parents and baby.

The Pre-School Child (Sunday, 10.55 BBC2, Friday, 19.10 VHF4)
Parents see the importance of the young child's participation in "Going Shopping" (Sunday) and are encouraged to let the child speak for itself in "You Tell Us" (Friday).

Dressmaker (Sunday, 13.25 BBC1)
A repeat of this successful series. Ann Ladbury demonstrates basic dressmaking.

Behind the Scenes (Sunday, late night BBC1)
Secret Army director Kenneth Ives is shown directing Belgian extras and rehearsing a stunt sequence.

The Head (Monday, 11.05, repeated Thursday, 19.45 Radio 4)
How to find heads capable of running happy and effective schools. Brian Groombridge, Director of London University, Department of Extra Mural Studies, in discussion with a number of heads and other educationists.

The School Years (Monday, 19.00 Radio 3)
An analysis of adolescent rebellion. How much is it provoked by adults and how much a natural step towards adult life?

For schools

How We Used to Live. (Monday, 9.47, Thursday, 11.39 ITV)
Eight to 12-year-olds see the changes brought about by the Great War. The family in Sultan Street is splitting up, but all feel optimistic at the news of the "Armistice".

Springboard. (Monday, 11.20 VHF4)
The story of "St Nicholas" for seven to nine-year-olds.

La France Aujourd'hui. (Tuesday, 9.40 VHF4)
"Quoi de Neuf?" is a discussion on recent events in France for fourth-year students.

Twentieth Century History. (Tuesday, 10.25 BBC1)
Archive film and eye-witness information on "Stalin and the modernization of Russia". For 14 to 17-year-olds.

Figure It Out. (Tuesday, 11.05 Friday, 9.30 ITV)
Christmas activities for seven to nine year olds: making paper snowflake patterns, Christmas trees and a Father Christmas chain. Mathematical shapes include triangles, tetrahedrons, circles and squares.

A Job Worth Doing? (Tuesday, 12.05 Friday, 11.30 BBC 1)
What kind of education and training is offered in the Business Studies department of the local college of further education? Two students on day-release are studying for the ONC in Public Administration; a third is doing a full-time OND business studies course.

History in Focus. (Tuesday, 14.20 VHF 4)
"Prague 1968" is recalled for 14 to 16 year olds through the reminiscences of young Czechs who left after the Russian invasion.

Stop, Look, Listen. (Thursday, 9.30 Friday, 11.31 ITV)
Seven to nine-year-old slow learners visit a site to see "Bulldozers and Cranes" at work.

Letter

'Apaches'—a testimonial

Sir,—Last week we showed, in lieu of assembly and in two sessions, the film *Apaches*, recently advertised and reviewed in *The Times Educational Supplement*, to the 300 children of this primary school.

It was disturbing, frightening and moving, upsetting to some children and teachers, yet so sensitively produced and naturally acted by the cast of children that its brilliant propaganda made the violence of "Starsky and Hutch" more like "Punch and Judy".

Not only did everyone get the message to "Keep Death Off the Farm" but through the medium of film we were shown a rare example of outstanding educational drama that could be appreciated at several levels of understanding.

Having now seen the film several times, and discussed it with children and colleagues we are convinced that it should be compulsory viewing for every young person from six to sixteen with access to any farm, all their parents and of course the farmers.

Please do take the advice of the Central Film Library, "Borrow *Apaches* now. It's free".

JACK BAKER,
Headteacher and Staff of
Dartmouth County Primary School,
Milton Lane, Dartmouth.